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ABSTRACT

This document provides a technical model of the preemployment skills area of the Youth Employment Competency System that service delivery areas (SDAs) are required to operate under the Job Training Partnership Act (JTPA). The model is intended as a program development aid to SDA staff and JTPA service providers. Section I deals primarily with the technical matter of the competencies systems. It includes descriptions of each competency area, the methods of certification and documentation for each individual indicator, forms and formats for collecting and managing information generated in the process of teaching, and other information melding the technical matter with program design. Section II, the curriculum guide, suggests activities and curriculum for each of the specific competencies. Specific competencies are provided in four areas: career decision making (self-assessment, career awareness, labor market information, career choice), life/work management (managing personal responsibility, problem solving/coping), job getting (job seeking, resumes and applications, contact skills, interviewing), and work maturity (dependability/reliability, communication skills, personal relations, initiative/productivity, worker rights). A list of sample activities for each specific competency is followed by sample activity sheets. (YLB)

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FOREWORD

One major change the Job Training Partnership Act (JTPA) has brought to the employment and training community is a strong emphasis on a competency-based approach to serving youth. Under JTPA, service delivery areas (SDAs) are required to operate Youth Employment Competency Systems which serve all youth (16-21).

These systems must include three areas of focus: Pre-employment Skills (i.e., preparatory to work), Basic Educational Skills, and Basic Occupational Skills.

Early in 1983, the Maine Department of Labor (MDOL) established a Youth Credentials Work Group with a statewide focus to examine issues associated with implementing such systems in Maine. The work group's first priority was the development of a technical model of the pre-employment skills area. The model is intended as a program development aid to SDA staff and JTPA service providers throughout the state in meeting their requirements under JTPA.

Here, then, is that Pre-employment Competencies System model, respectfully submitted by the Youth Credentials Work Group:

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The work group wishes to express its appreciation to Dr. Beverly Wright, for she is primarily responsible for the majority of the contents of this document.

ORGANIZATION OF THIS WORK

This work is organized into two bodies of related matter.

Section I deals primarily with the technical matter of the competencies system; i.e., descriptions of each competency area, the methods of certification and documentation for each individual indicator, forms and formats for collecting and managing information generated in the process of teaching, and other information melding the technical matter with program design.

Section II, The Curriculum Guide, suggests activities and curriculum for each of the Specific Competencies. This section attempts to demonstrate that there is an ample supply of group and individual activities to use in teaching any of the competencies and that there is no shortage of curriculum. Readers will certainly be familiar with the majority of information in this section as most of it continues to be used in one form or another throughout Maine. The difference here, we hope, is that each of the activities and curricula are clearly associated with individual competencies in a way that suggests how certification and documentation of their attainment might actually take place.

SECTION I:

THE SYSTEMS

INTRODUCTION

INTRODUCTION

A competency-based system is a program developed from certain basic, pre-established standards. For example, if an employer were to set up such a system in a factory, a careful examination and detailing of performance outcomes would be followed by a training process for employees. That training process would coach and measure employees according to the pre-established indicators of desired production, human relations and related job function behaviors. Once the employee demonstrates that he/she has met those standards, both the employer and the employee would be clear on their expectations of one another.

Pre-employment competencies under JTPA seek to set up minimum standards for youth in the work place and for survival in the work world. The competencies are employment-oriented so that employers need not spend inordinate amounts of time training new staff on minimum expectations such as: being on time, following directions, cooperating with staff, planning and utilizing time well and caring about the quality of work. If a client has been certified by JTPA, this means that he/she has already demonstrated acceptable performance levels.

The technical purpose of any competency-based system is to set minimum standards of performance against which individual achievement is measured. In our employment and training setting, this translates into defining minimum standards of general employer expectations against which our youth clients can be measured, through training, and subsequently seen as "competent" by the employer community.

The advantages of such a system are many. Clients are clear on what is expected of them. The positive reinforcement that comes from achieving intermediate steps to a large goal produces high motivation. Employers have a clear understanding of the skills we are teaching our participants. They know the skills in which an individual is competent, and over time have consistent expectations about what our programs are doing on behalf of youth.

Some Theory

The competencies we use here are grounded in formal research done on employment and training and on the direct experience of professionals in the employment and training service provider system. Unlike academic models, the major focus of the pre-employment competencies we are using is more the teaching of a specific set of skills and behaviors than it is the retention of information. Each competency area is related directly to the real world of work.

It is essential when implementing such a system that counselors and trainers do not get into teaching the "bits and pieces," but instead continually keep in mind the "whole" of this system and of its purposes in the real world of work.

The breakout of competencies and sub-sets of indicators and benchmarks is based on developmental theory -- that is, the pre-employment area is a major part of a larger set of skills and abilities needed by all of us in our work lives. This area is perhaps correctly named the "pre-employment" area, as it attempts to organize the skills that one ought to have developed fairly well in him/herself before dealing with employment in a meaningful way. These skills look at what makes up the "good worker," in addition to the more conventional ideas of technical and educational skills required on the job.

The competency-based system of training focuses on the individual learning process, because we are essentially teaching the elements of survival in a competitive and difficult work world. If the individual is to succeed, he/she must have a reasonable command of the internal and external resources to do so. The young person must realize and take hold of the idea that success is his/her responsibility and that the skills that are needed can be learned and can be practiced effectively over time. With the competency-based approach, the specific, minimum acceptable behaviors are clearly defined, and the individual's progress toward those standards is systemmatically documented.

The Competencies and JTPA Service Providers

The pre-employment competencies are designed to assist youth in their career and job hunting searches, their life/work management decisions, and their overall work maturity. Successful completion and certification by the program means that the client is able to:

1. make a realistic career choice based on local labor market needs and the person's abilities;
2. deal effectively with any "personal" problems that infringe on employment;
3. know how to job search, interview, and obtain employment; and
4. successfully maintain employment beyond the probationary period.

Youth (16-21) are required to participate in this system to a degree commensurate with their relative lack of pre-employment skills. As a general rule, most will have to perform acceptably in the Career Decision-Making, Life/Work Management and Job Getting competency areas before being referred to occupational training activities. Many will be expected to complete the Work Maturity competencies while enrolled in occupational skills training activities such as On-the-Job Training and Try-Out Employment. In this case, the job site provides instruction in "the real world of work."

By July 1, 1984, all JTPA service providers will have such a competencies system in place. Maine is fortunate in having a good base of experience in competency-based training within the CETA/JTPA community. Several agencies have operated parts of such a system in the recent past, among them the Training Development Corporation in Bangor, the Coastal Economic Development Corporation, Mountain Valley Training and others. Most service providers have already used the structure of competency system to good advantage in their general program operations. Hence, the introduction of this Pre-

Employment Competencies model into the service provider community will be as much an affirmation of the good work that has already occurred as it is a new body of program information.

Program developers using this Model will want to examine the entire package, select those parts of the curriculum guide that seem most appropriate, and develop additional curriculum at will. Similarly, benchmarks might be adjusted to suit individual service provider needs, and local labor market conditions.

Competency Taxonomy

As with other programs and systems, there is a special, unique language which accompanies this competency-based technology. The following itemizes the component parts of our competency system (taxonomy).

COMPETENCY AREA: (Work Maturity)

COMPETENCY: (Dependability/Reliability)

INDICATOR: (The individual will demonstrate an acceptable attendance record)

BENCHMARK: (By showing up on time nine days out of ten on his/her employment site)

ASSESSMENT: (as measured by employer attendance reports)

CERTIFICATION: (copy of attendance report, or letter of recommendation from employer)

Competency Area means a group of related competencies.

Competency is a specific type of skill or ability.

Indicator is a behavior that demonstrates the competency.

Benchmark is the degree or standard of behavior that is expected.

Assessment is the means of measuring.

Certification is the proof or verification that the standard has been met.

The Four Competency Areas

The Pre-Employment Skills Credential includes four Competency Areas.

Career Decision-Making

Life/Work Management

Job Getting Skills

Work Maturity

The following table will help the reader "see" a composite definition of these four areas and the specific competencies each includes. A general familiarity with this display will be of help as one proceeds through the considerable material which follows.

Pre-employment Competency Areas

And Specific Competencies

Competency Area: Career Decision-Making	Competency Area: Life/ Work Management	Competency Area: Job Getting	Competency Area: Work Maturity
Specific Competencies - Client is able to:	Specific Competencies - Client is able to:	Specific Competencies - Client is able to:	Specific Competencies - Client is able to:
Self-Assessment - Assess values, identify skills, describe obstacles to employment	Managing Personal Responsibility - Provide for basic needs, transportation and day care. Use consumer skills, manage money. Be aware of employers' expectations regarding substance abuse.	Job Seeking - Identify job opportunities	Dependability/Reliability - Maintain an acceptable attendance record, maintain punctuality, give notice of interruptions, demonstrate reliability, follow rules of the work place
Career Awareness - Identify career clusters, know specific jobs in clusters and job duties	Problem Solving/Coping - Identify a problem, get more information, analyze it, develop alternatives, select a course of action, persevere through obstacles	Resumes and applications - Complete an application and a resume	Communication Skills - Follow instructions, ask for clarification, use listening skills
Labor Market Information - Describe current local labor market, growth occupations, relate career choice to local labor market		Contact Skills - Contact employers by phone, letter, or in person	Personal Relations - Maintain positive attitudes toward others, accept supervision and criticism, cooperate with others and accept chain of command
Career Choice - Select an appropriate career goal, know how skills could be used in other jobs, plan for career goal and develop specific steps		Interviewing - Schedule, prepare for, complete, and evaluate an interview	Initiative/Productivity - Organize time effectively, be responsible, care about the quality of work
			Worker Rights - Understand use of tax forms, employee benefits, legal rights and responsibilities of the work place

COMPETENCY DESCRIPTIONS

COMPETENCY AREA:

CAREER DECISION-MAKING

Does the applicant have the ability to make a realistic career choice?

This area includes the skills required for the youth to begin the process of job or career choice. It exposes the youth to the variety of information, attitudes, and techniques associated with critical decisions and applies these to his/her impending move into the work world.

At the base of these skills are the self-assessment techniques. The youth must learn how to get in touch with strengths, personal expectations, interests, values, risk-taking abilities and motivation to work. Barriers to success, both internal and external must be evaluated realistically. The youth must learn how to contrast general employer expectations with his/her own, and to set sensible goals by taking all this information into account.

The competencies included in the Career Decision-Making area represent all of these implied skills and attitudes, and are arranged in a sequence representative of any important decision making--in this case, how to select a career or job skills area.

The four specific competencies found in the Career Decision-Making area are: (1) Self-Assessment, (2) Career Awareness, (3) Labor Market Information, and (4) Career Choice. The definitions for each of these specific competencies and their taxonomies--indicators, benchmarks, assessment, certification-- are presented next.

COMPETENCY AREA:

CAREER DECISION-MAKING

SPECIFIC COMPETENCY:

"SELF-ASSESSMENT"

1. Self-Assessment

Self-assessment is defined as knowledge of self as related to the world of work. Assessing the self is really a learning process and should be repeated in order to be internalized for later use. It requires the use of divergent thinking abilities so that the client moves from general interests, abilities, skills, and values to a specific career area where those skills can be used. It also requires good analytical skills and openness to learning new information about the self.

It should be noted that the benchmarks do not represent the area of self-assessment. Even after the specific benchmarks have been attained, the client will need to complete assessment on the larger and more personal areas of self-assessment. This should be an ongoing process throughout life. The specific benchmarks were chosen because they relate to employment.

When a youth completes this competency, he/she is able to:

1. assess values in relation to employment;
2. identify skills and aptitudes;
3. describe employment history or past experience and evaluate them as related to future work; and
4. describe obstacles to employment and the possible solutions for those barriers.

COMPETENCY AREA: Career Decision-Making **SPECIFIC COMPETENCY:** Self Assessment

Indicator	Benchmark	Suggested Method of Assessment	Possibilities for Certification
Demonstrate an ability to:			
a. Assess values (interests) in relation to the world of work	by listing 5 personal values and discussing why these are necessary to success on the job	Evaluation of Performance	List of 5 personal values and a discussion checklist
b. Identify skills and aptitudes	by listing 3 personal skills that would be an asset on the job and 3 personal barriers that would be detrimental	Evaluation of Performance, Use of standardized Aptitude test	List of 3 skills and 3 weaknesses, test score summary sheet
c. Describe employment history and experience	by summarizing past work history or experience and evaluating past job performance or experience adequately	Counselor or Employer Appraisal	Written summary of past work or related experience, Employer Appraisal Summary
d. Describe obstacles to employment and possible solutions	by identifying the 3 most significant barriers to employment and solutions including initial steps to follow for each solution	Evaluation of Performance	List of 3 barriers, possible solutions, and initial steps

COMPETENCY AREA:

CAREER DECISION-MAKING

SPECIFIC COMPETENCY:

"CAREER AWARENESS"

2. Career Awareness

In order to make any kind of realistic career choice, the youth will need exposure to a variety of occupations. The youth will need to understand how employment is inter-related and see the differences between supplying goods and services. Then the client will become familiar with how careers are clustered or organized in our society. The client can begin to sort these clusters according to his/her preferences for work.

When he/she understands the world of work as a whole and how careers fit into that whole, then the youth can begin to look at specific occupations. The youth should be able to describe the daily job functions for some selected occupations of his/her choice. Career awareness represents a continuing sense of the changes in the world of work and what is needed for occupations. This process should continue throughout the client's employment life.

When the youth completes the Career Awareness competency,

he/she will be able to:

1. identify career clusters and the world of work as a whole;

2. describe some specific jobs of interest to him/her; and

3. describe the daily job functions for those jobs.

COMPETENCY AREA: Career Decision-Making

SPECIFIC COMPETENCY: Career Awareness

Indicator	Benchmark	Suggested Method of Assessment	Possibilities for Certification
Demonstrate an ability to:			
a. Identify career clusters	by identifying 2 career clusters of interest	Interest, Inventory, Counselor Appraisal	Record of the tool used such as GIS, Harrington O'Shea, Career Maturity Inventory, Self-Directed Search, Counselor Appraisal Summary
b. Describe specific jobs within the cluster	by listing 3 jobs within each of the two clusters and discussing the qualifications, skills, and training necessary to obtain those specific jobs	Evaluation of Performance	List of 3 jobs and discussion rating sheet
c. Describe the daily job functions for three specific jobs	by listing major job duties performed on those three jobs	Evaluation of Performance	List of major job duties, i.e., job description for three jobs

COMPETENCY AREA:

LABOR MARKET INFORMATION

SPECIFIC COMPETENCY:

LABOR MARKET INFORMATION

3. Labor Market Information

No matter what one's career choice is, it has little value unless it is somehow related to real employment trends and to the local labor market. Such an examination includes information on the growth of business and services, specific jobs in those growth areas, and a general profile of the local labor force. The client considers the projected demand for selected occupations, the climate for the growth of small businesses in the area, and the characteristics of specific jobs and employment opportunities for which they might demonstrate strong interest.

Should the client make a career choice that is not available in the local labor market, he/she must then consider, for example, related occupations, or, relocating to a more favorable labor market. The expense and problems connected with such geographic relocation ought to be considered.

When a youth completes this competency, he/she is able to:

1. describe the current local labor market;
2. identify growth and demand occupations;
3. discuss the characteristics of those occupations; and
4. relate the specific career choices to local/regional labor market.

COMPETENCY AREA: Career Decision-Making

SPECIFIC COMPETENCY: Labor Market Information

Indicator	Benchmark	Suggested Method of Assessment	Possibilities for Certification
Demonstrate an ability to:			
a. Describe the current local labor market	by identifying 5 major employers	Evaluation of Performance	Record of the 5 major employers identified
b. Identify growth/demand occupations	by listing 3 occupations for which he/she believes there is or will be a labor shortage	Evaluation of Performance	List of the 3 occupations identified
c. Discuss the characteristics of the 3 occupations	by listing at least 3 characteristics in such categories as: 1) Entry level skills, 2) Working conditions, 3) Wages and benefits	Evaluation of Performance	Record of the 3 characteristics listed
d. Relate the specific career choices to local/regional labor market	by listing 3 local employers for a selected career or occupation	Evaluation of Performance	List of the 3 local employers

COMPETENCY AREA:

CAREER DECISION-MAKING

SPECIFIC COMPETENCY:

"CAREER CHOICE"

4. Career Choice

Ultimately the career choice has to be the responsibility of the client. If the youth has learned and understands the steps in the career decision-making process, then the choice should reflect the client's abilities and the reality of the labor market. The youth should understand that no matter how dedicated a person is to a career, that decision is rarely static over a lifetime.

There can be intervening events in a person's life that interrupt that career goal, such as not enough money to finish a training program or an early family responsibility. If the youth is exploring training as an option, then he/she should consider interim employment opportunities if the training cannot be completed.

In our society, changes in careers and in specific occupations are likely, especially for people who work at an entry level for a few years. With the changes in our economy, careers that were once secure are no longer so in this labor market. Youth should be flexible toward future labor trends so their skills can be used in other occupations. Most importantly, if the career decision-

making process has been learned well, the youth will be able to re-evaluate his/her situation throughout life.

A youth who attains the Career Choice competency is able to:

1. select an appropriate career goal;
2. identify abilities in one career that can be used in others;
3. formulate a plan for achieving that career goal; and
4. make a realistic career choice for him/herself.

COMPETENCY AREA: Career Decision-Making **SPECIFIC COMPETENCY:** Career Choice

Indicator	Benchmark	Suggested Method of Assessment	Possibilities for Certification
Demonstrate an ability to:			
a) Select an appropriate career goal	by describing a career goal that is consistent with one's demonstrated interests, abilities, resources, and constraints	Client, Counselor, and Employer Appraisal	Client, Counselor, and Employer Appraisal Summary, Aptitude test scores, Interest test summary
b) Identify abilities used in that career that can be transferred to other careers	by listing possibilities of related careers if that career goal is not open for employment	Evaluation of Performance	List of other related occupations and skills that can be transferred
c) Formulate a reasonable plan for achieving that career goal	by listing the skills and resources needed and steps for achieving them during the next year	Evaluation of Performance	List of skills and resources needed and a step by step action plan to achieve that career goal
d) Ability to make a realistic career choice	by comparing his/her present situation with career goal and identifying career gaps	Client, Counselor, and Employer Appraisal	List of identified gaps, Journal entries, Client, Counselor, and Employer Appraisal Summary

COMPETENCY AREA

LIFE/WORK MANAGEMENT

Does the client have the ability to solve "personal" problems that infringe on employment?

Employers realize that they can have very intelligent or experienced employees; yet if personal problems infringe on employment, that ability is of little use. This competency area deals with managing a person's life and solving problems. It presents the skills required to balance a person's private life and work life. Both areas are interdependent, and it is up to the worker to keep one area from adversely affecting the other. Some of these skills include providing reliable transportation, day care, basic needs, and managing money. In order to work the youth must also be free from substance abuse affecting employment, and the client should be physically able to work as well.

In our work and private lives, problems inevitably arise. The youth should be able to identify the "real" problem, gather more information as needed, think about what to do next, and choose the most feasible course of action. In addition, that youth must carry the theoretical to the real level by Persevering with that solution and making changes if needed. Later he/she should be able to evaluate that solution and learn from mistakes or realize what new problems arose.

This competency area deals with how personnally ready a youth is for employment and how self-reliant he/she can be. The two competencies that fall under this area are: (1) Managing Personal Responsibility; and (2) Problem Solving/Coping. Their definitions, indicators, benchmarks, assessment and certification process follow next.

COMPETENCY AREA:

LIFE/WORK MANAGEMENT

SPECIFIC COMPETENCY:

"MANAGING PERSONAL RESPONSIBILITY"

How good a "manager" is the client when it comes to his/her personal life? The youth should be able to manage his/her personal concerns so that they don't interfere with the workplace. Personal responsibility extends far beyond the minimum indicators or benchmarks described here. But if the youth meets the minimums, then he/she is certainly more ready to work.

The skills in this competency area involve arranging adequate transportation, child care, and meeting basic needs. The client may need to solicit the services of other human service agencies to meet those basic needs, especially if he/she is unemployed and financially responsible. The youth would need to use consumer skills and develop a budget. In order to be really ready to work, the youth must be aware of employers' expectations regarding substance abuse.

When the youth is credentialed in this competency, he/she:

1. has reliable transportation and adequate child care alternatives;
2. can provide basic needs for self;
3. can use consumer skills and maintain a budget; and
4. can express employers' expectations regarding substance abuse.

COMPETENCY AREA: LIFE/WORK MANAGEMENT

SPECIFIC COMPETENCY: MANAGING PERSONAL RESPONSIBILITY

Indicator	Benchmark	Suggested Method of Assessment	Possibilities for Certification
Demonstrate an ability to:			
a. Provide reliable transportation and alternate solutions	by developing primary and alternate transportation sources to all training activities	Evaluation of Performance	Record of transportation sources
b. Provide adequate child care	by developing primary and back up child care for all training activities	Evaluation of Performance	Record of primary and secondary child care
c. Provide basic needs such as food, shelter, clothing	by developing methods to meet those needs if responsible for self and using social services agencies if needed	Client and Counselor Appraisal	Client Journal notes, record of referrals to other agencies , support services requests
d. Understands Consumer skills and management	by completing an itemized weekly budget	Counselor appraisal (knowledge-based)	Copy of budget worksheet, or referral to program activity completed
e. Be aware of employers' expectations regarding substance abuse	by past history and by verbalizing employers' expectations	Counselor Appraisal	Client Journal notes and employer letter(s) of recommendation

COMPETENCY AREA:

LIFE/WORK MANAGEMENT

SPECIFIC COMPETENCY:

"PROBLEM SOLVING/COPING"

Problem solving is a process, and the end "product" or solution reflects how effectively the process was completed. Problem solving skills are used in all aspects of a person's life. Typically, youth who have trouble solving personal problems also have the same difficulty on the worksite. Sometimes this is because youth have not been trained on how to examine a problem from different views, how to develop alternative solutions, how to weigh those alternatives, etc. The solutions need to be "walked through" to see what might happen if the person took a particular course of action. Then a decision to follow a given course of action must be made. Sometimes a person can theorize solutions and analyze problems effectively, but then will have difficulty in the follow through. Coping requires that a person can persevere under adverse circumstances. It is persistence in realizing the chosen solution that often pays off for the employer and employee alike.

When a person is certified in this competency, he she is able to:

1. identify and state a problem clearly;

2. analyze the problem by getting more information, if needed;

3. develop alternative solutions;

4. choose a course of action that looks feasible; and

5. stick to that course of action or make adjustments in the methods as needed.

COMPETENCY AREA: LIFE/WORK MANAGEMENT

SPECIFIC COMPETENCY: PROBLEM SOLVING/COPING

Indicator	Benchmark	Suggested Method of Assessment	Possibilities for Certification
Demonstrate an ability to:			
a. Identify a problem	by stating the problem clearly including impinging circumstances	Evaluation of Performance	Copy of the stated problem and impinging circumstances
b. Analyze the problem	by gathering resource information	Evaluation of Performance	Summary of research done on the problem
c. Develop alternative solutions	by listing several solutions to the problem	Evaluation of Performance	Copy of the solutions developed
d. Choose a course of action	by selecting a feasible course of action in a given time frame	Evaluation of Performance	Copy of selected course of action including time frame
e. Persevere through the obstacles	by following through with solution, an alternate solution, or at least one month's steps toward a solution	Counselor/Employer Appraisal	Counselor/Employer Appraisal Summary, Client Journal notes

COMPETENCY AREA:

JOB GETTING

Does the applicant know how to look for and obtain a job?

Although other competency areas are important, a youth might complete them all successfully and still lack the necessary skills to obtain employment. It is said that job getting is more of an art than a skill, and certainly in the current economy there might be some truth to that statement. It is no secret that youth, because of their age and lack of work experience, have a harder time finding employment.

The job getting competency area is defined as the ability to search for, interview for, and secure employment. Unfortunately, some of the traditional ways of job hunting are often over-emphasized with youth, such as the use of classified advertisements and job services. There are indeed people who find work using these methods exclusively. However, youth need to explore other creative ways for procuring work. Additional methods might involve the use of friends, advertising in an innovative way, volunteer work that leads to a job, or creating a service that is needed in a local area.

The ability to interview well is a learned skill, and it can be practiced by informational interviews with employers, mock interviews, and actual job interviews. Youth should become realistic about the "screening out" process associated with resumes and applications. Youth will need to demonstrate a complete, neat, accurate application and a visually appealing, well-organized resume. With both of these tools, the youth

may eliminate being "screened out"; he/she may then contract for the all important interview, and, subsequently make a credible presentation of self and skills.

This competency area is further specified with 4 competencies:

1. Job Seeking;
2. Resumes and Applications;
3. Contact Skills; and
4. Interviewing.

All definitions of the 4 specific competencies follow on the next 2 pages and then the indicators, benchmarks, assessment, and certification can be found collectively on the page following.

COMPETENCY AREA:

JOB GETTING

SPECIFIC COMPETENCY:

"JOB SEEKING, RESUMES AND APPLICATIONS, CONTACT SKILLS, INTERVIEWING"

1. Job Seeking

This competency deals with the set of skills needed to look for a job. It would involve the use of many sources other than the usual advertisements and job listings. Creativity in the job seeking process is stressed as long as it produces effective results. It is important in this competency for the youth to realize that a positive attitude is essential. If a client begins the process saying, "Well I won't find anything anyway..." then that will limit the scope of the search and the use of innovative sources.

When a youth has attained this competency, he/she is able to:

a. identify job opportunities.

2. Resumes and Applications

It is not enough to just learn the techniques and practice completing resumes and applications. The youth must examine the quality of the products. Are they neat, accurate, well organized and visually pleasing? The client then will submit the actual applications for employment and follow through with the employer to see if they passed the screening process.

When a youth has completed this area, he/she is able to:

a. complete an application; and

b. develop a resume.

3. Contact Skills

In addition to the methods of contacting an employer, there is the impression made by the client as a person. Did he/she speak clearly and with assurance? Or was the youth hesitant and vague? If the contact was in person, what kind of body language did the youth exhibit with the employer? The youth will need to examine dress, body posture, walk, and attitude portrayed. When speaking, the voice should reflect clarity, interest, and enthusiasm.

When a youth fulfills the requirements for this competency, he/she is able to:

a. contact a prospective employer by phone, letter, or in person and make a favorable first impression.

4. Interviewing

So many factors contribute to a successful job interview that books have been devoted to the subject. All the techniques are developed around being well organized, clear, assured, and direct. By practicing some of the techniques, the youth will feel more comfortable in a real job interview. But each interview will require some research on the company itself and good judgement at the interview, on the answers given. The client needs to look at the interview as a total experience, not just as a process of answering questions. The employer will be interested in eye contact, body language, dress, ability to handle difficult questions, poise, thinking abilities and the content of the interview.

When the youth has completed this competency, he/she is able to:

a. understand the purpose of an interview, prepare for and complete an effective interview.

COMPETENCY AREA: JOB GETTING

SPECIFIC COMPETENCY: JOB SEEKING, RESUMES, APPLICATIONS, CONTACT SKILLS, INTERVIEWING

Indicator	Benchmark	Suggested Method of Assessment	Possibilities for Certification
Demonstrate an ability to:			
Identify job opportunities (JOB SEEKING)	by locating 3 different existing job openings using 3 different sources	Evaluation of Performance	Written descriptions of 3 different job openings and 3 different job sources.
Complete an application (RESUMES AND APPLICATIONS)	by accurately and neatly completing a local employer's application	Evaluation of Performance	Copy of at least one application completed to program's standards
Develop a resume (RESUMES AND APPLICATIONS)	by developing a well organized resume for a local job opening	Evaluation of Performance	Copy of at least one resume completed to program's standards
Contact a prospective employer by phone, letter, or in person and make a favorable first impression (CONTACT SKILLS)	by successfully scheduling and completing a job interview	Evaluation of Performance	Record of the names of places and the interviewer at each
Prepare for an interview effectively, and understand the purpose of the interview (INTERVIEWING)	by performing an evaluation of how he/she has done during an interview	Client, counselor and/or employer appraisal	Interview checklist completed by counselor and client and/or employer

COMPETENCY AREA:

WORK MATURITY

Does the client have the skills necessary to maintain employment past the customary probation period?

Perhaps the most important competency area of all is the group of competencies in the work maturity area. This is the area that employers complain the most about and where most of their problem employees lack skills. If an employer has to train a new employee in these basic skills as well as in job functions, that employer will be expending much time and energy that otherwise could be conserved.

It is difficult to measure work maturity in a short span of time and especially in a classroom environment. No classroom experience can reproduce the reality of the work place. It is better to have a trial "work experience" such as try-out employment, summer youth employment, or on-the-job training if possible. When these are not available, the youth should be encouraged to volunteer time, just to be exposed to a worksite and employer expectations.

The work maturity area is not a self-contained, academic unit. The minimum levels of attainment can be met, but they should be demonstrated over time on a worksite and may include other levels of attainment at that site. What can be certified in the classroom, is that there is a good chance that a youth will perform well on a job based on his/her performance in school, or with a prior employer. Some training programs have tried to increase the likelihood for success on a job by setting up the classroom as if it were a worksite. Although this is

beneficial, the work place is still the preferred test of the youth's abilities.

When a youth is certified by a "work experience" or prior employer, he/she:

1. has demonstrated reliability and dependability;
2. has adequate communication skills;
3. can relate cooperatively to the supervisor and co-workers;
4. has initiative and cares about the quality of work; and
5. has knowledge of worker rights.

If a youth has been certified by class activities in work maturity, the certificate of completion and certification should state that the competencies were attained in the classroom only.

There are five specific competencies in the work maturity area:

1. Dependability/Reliability;
2. Communication Skills;
3. Personal Relations;
4. Initiative/Productivity; and
5. Worker Rights.

Their definitions, indicators, benchmarks, assessment, and certification details follow.

COMPETENCY AREA:

WORK MATURITY

SPECIFIC COMPETENCY:

DEPENDABILITY/RELIABILITY

1. Dependability/Reliability

One of the major reasons an employer retains an employee is because the employee is dependable and reliable. She or he can be counted on to show up on time, call in advance if ill, and be at work on a regular basis. An employer also has to trust an employee with money and materials. A reliable employee is one who will follow the rules of the work place. Few employers will keep an employee who cannot demonstrate these skills.

When the Youth is certified in this area, he/she is able to:

a. maintain an acceptable attendance record;

b. maintain punctuality;

c. give timely notice of interruptions;

d. demonstrate reliability; and

e. follow the rules of the work place.

COMPETENCY AREA: WORK MATURITY

SPECIFIC COMPETENCY: DEPENDABILITY/RELIABILITY

Indicator	Benchmark	Suggested Method of Assessment	Possibilities for Certification
Demonstrate an ability to:			
a. Maintain an acceptable attendance record	by meeting the written standards of the program for one month's time or	Evaluation of Performance	Program attendance records
	by meeting the standards of at least one previous employer or school	Evaluation of Performance	Employer or School verification
b. Maintain punctuality	by being on time consistently for the training activities each day over a three-week period or	Evaluation of Performance	Record of lateness to program activities
	by holding a satisfactory record of punctuality at previous employer's worksite	Evaluation of Performance	Employer or School verification
c. Give timely notice of interruptions to work schedule	by consistently giving notice of expected tardiness, or absence in advance if possible	Evaluation of Performance	Employer or School verification
d. Demonstrate reliability	by caring appropriately for money, material, and property	Counselor/Employer Appraisal	Counselor/Employer Appraisal
e. Follow rules of the worksite or training site	by verbalizing the rules and consistently following the rules for at least 4 consecutive weeks.	Counselor/Employer Appraisal	Counselor/Employer Appraisal

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COMPETENCY AREA:

WORK MATURITY

SPECIFIC COMPETENCY:

"COMMUNICATION SKILLS"

2. Communication Skills

"I hear what you are saying..." is a common phrase used in conversation. But hearing what is said is only half of the process; it must also be understood. Communications involves listening skills and the observation of body language or non-verbal cues. In order for the youth to function in the work place, he/she must be able to follow written or verbal directions. This means that the youth should ask for clarification if the directions are unclear or inconsistent. Communication skills also involve the whole area of speaking clearly, using good diction, tone of voice, and loudness. Obviously meeting the benchmarks in this area does not make a person an expert. Communications requires constant practice in the wider arena of life. But if the youth develops these basic skills, he/she can refine these over time on a work-site.

When the youth demonstrates abilities in this competency, he/she is able to: (a) follow instructions; (b) ask for clarification; (c) speak clearly and effectively; and (d) use listening skills.

COMPETENCY AREA: WORK MATURITY

SPECIFIC COMPETENCY: COMMUNICATIONS SKILLS

Indicator	Benchmark	Suggested Method of Assessment	Possibilities for Certification
Demonstrate an ability to:			
a. Follow instructions	by consistently performing tasks as explained in writing or verbally during the program activities	Counselor/Employer Appraisal	Counselor/Employer Appraisal summary
b. Ask for clarification	by asking for more information if instructions are not understood	Counselor/Employer Appraisal	Employer/School verification
c. Speak clearly and effectively	by summarizing his/her work history in an interview situation	Couselor/Employer Appraisal	Counselor/Employer Appraisal summary
	and by verbally describing problems that occur on a worksite and how they might be resolved	Counselor/Employer Appraisal	Counselor/Employer Appraisal summary
d. Use listening skills	by being able to repeat and explain information presented	Counselor/Employer Appraisal	Listening skills checklist, Counselor/Employer Appraisal summary

COMPETENCY AREA:

WORK MATURITY

SPECIFIC COMPETENCY:

"PERSONAL RELATIONS"

3. Personal Relations

Employees who lack skills in this competency create difficult problems for their supervisors and their co-workers. Even if an employee is competent, reliable, and dependable, if he/she cannot establish good working relationships, then the work place will be affected. An employer will refer to such an employee saying, "Joe or Joanne is a hard worker, but what a trouble maker." or "What a problem he/she is."

It is not enough for a person to just do a job in isolation. The employee must also be supportive of the worksite as a whole and the people who work there. The youth should have a positive attitude reflecting that conflicts can be resolved and that he/she respects the rights of others. With youth, appropriate dress is often an area that requires attention. This is because few schools have dress codes and the first time that a youth is exposed to daily dress requirements is at a worksite. Training in hygiene may be lacking at home or by personal choice, and it also needs to be stressed.

Accepting criticism constructively is one of the most difficult skills that an employee must learn. If that

employee cannot alter his/her behavior, how can he/she expect to be successful? Cooperation with co-workers can be translated into different behaviors such as helping another worker finish a task, accepting a new assignment because someone is ill, or helping to maintain the flow of work as a whole.

Most companies have a definite chain of command through which suggestions and approvals must be generated. It is important for the youth to understand that chain and follow it.

Personal relations is another open-ended competency because proficiency in the larger area requires more than just the attainment of benchmarks. The minimum levels described here are employment-oriented and could change according to job responsibility.

When a youth has achieved the benchmarks for personal relations, he/she has demonstrated:

1. a positive attitude toward others;
2. can accept supervision and criticism; and
3. cooperate with co-workers and accept the chain of command.

COMPETENCY AREA: WORK MATURITY **SPECIFIC COMPETENCY:** PERSONAL RELATIONS

Indicator	Benchmark	Suggested Method of Assessment	Possibilities for Certification
Demonstrate an ability to:			
a. Maintain a positive attitude toward others on the worksite	by dressing appropriately and maintaining good personal hygiene	Client/Counselor Appraisal	Dress and hygiene checklist, Counselor Appraisal summary, Client Progress notes
b. Accept criticism and supervision	by altering behavior when appropriate, verbalizing expectations of supervisor and seeking feedback on performance	Counselor/Employer Appraisal	Counselor/Employer Appraisal summary, Client Progress Notes
c. Cooperate with co-workers and accept the chain of command	by being supportive of other workers' activities and following the chain of command for approval if required	Counselor/Employer Appraisal	Counselor/Employer summary, Client Progress Notes

COMPETENCY AREA:

WORK MATURITY

SPECIFIC COMPETENCY:

"INITIATIVE/PRODUCTIVITY"

4. Initiative/Productivity

What often makes an employee a "high quality" employee is his/her initiative and level of productivity. An employee who takes the initiative to develop more efficient methods, or begins the next task required without being told, is usually highly valued by employers. Initiative is a skill that involves using creativity to solve problems and think ahead. Being able to accept rapid changes and adjust quickly is part of this competency as well. The ability to organize time and tasks to meet a deadline is probably one of the most valuable skills to learn.

But initiative and the ability to organize time well are not enough; the employee must care about the product or what kind of work is produced. Just to produce a shoe faster than anyone else in the factory does not mean much unless it is of high quality too. This competency really deals with the integrity of personal work. How much does the employee identify with the product or the plant's

functioning as a whole? Advice that reflects this competency is: "Treat the plant or work place as if it were your own business."

When a youth is certified in initiative/productivity, he/she will demonstrate:

1. effective organization of time;
2. ability to learn new tasks, solve problems on the job, and accept changes; and
3. caring about the quality of work or the product."

COMPETENCY AREA: WORK MATURITY

SPECIFIC COMPETENCY: INITIATIVE/PRODUCTIVITY

Indicator	Benchmark	Suggested Method of Assessment	Possibilities for Certification
Demonstrate an ability to:			
a. Organize time effectively	by consistently producing program requirements on time	Evaluation of Performance	Schools or Employers verification, record file of completed tasks and dates completed
	and by seeking secondary tasks when the primary tasks are completed	Counselor/Employer Appraisal	Counselor or Employer Appraisal summary
b. Sustain responsibility	by learning new tasks associated with the job functions, solving problems objectively, accepting change, seeking guidance	Counselor/Employer Appraisal	Counselor or Employer Appraisal summary

COMPETENCY AREA:

WORK MATURITY

SPECIFIC COMPETENCY

"WORKER RIGHTS"

5. Worker Rights

Worker Rights has emerged as a legal science in and of itself. The aim of this competency is to inform young workers about their rights and legal responsibilities at the work place.

One of the skills in worker rights is the ability to complete a state and federal tax form. The employee should know about health and safety laws affecting the work place. The client should be informed about child labor laws and discrimination laws. The youth needs to discern the difference between a "benefit" package, and its "real" cost or value.

When a youth attains the benchmarks for worker rights, he/she is able to:

a. understand state and federal tax forms;

b. describe local employers' benefit packages; and

c. identify legal rights and responsibilities of the work place.

COMPETENCY AREA: WORK MATURITY

SPECIFIC COMPETENCY: WORKER RIGHTS

Indicator	Benchmark	Suggested Method of Assessment	Possibilities for Certification
Demonstrate an ability to:			
a. Understand procedure of filing state and federal tax forms	by completing a sample federal and/or state tax form correctly	Evaluation of performance	Copy of form or participation in program activity
b. Define benefit package	by listing 5 benefit areas commonly covered by employers and by describing those offered by two local employers	Evaluation of performance	Participation in program activity
c. Identify legal rights and responsibilities of the work place	by reviewing affirmative action laws, equal opportunity laws, and safety laws including the child labor laws	Evaluation of performance	Copy of written review of the laws, or copy of multiple-choice quiz

PROGRAM DESIGN

AND

POSSIBLE IMPLEMENTATION PLAN

PROGRAM DESIGN AND POSSIBLE IMPLEMENTATION PLAN

Programs are designed around the unique needs of a local service delivery area. Adjustments in the design will have to be tailored to the needs of the clients in the local communities, the availability of transportation, and the expertise of the agency's staff. The program design presented here is a suggested model only, presented for informational purposes.

The assessment process should be continuous throughout the program on a regular and individual basis. Assessment should not be defined as a process that occurs once in the beginning (pretest) and then once at the end (posttest). If this occurs, then the client will loose continuity of the whole program and begin to look at the certification process as the big "final exam." Many of us remember that final exam information is rarely internalized and disappears very quickly after the exam is over. This fragmented assessment process also excludes the motivation that clients experience when the competencies are attained and certified on a regular basis.

The first assessment or "check" for competency development is called initial assessment, and it is done to help organize instruction of the competencies for the client not as a pretest. It can be done very quickly and include all competency areas. Initial assessment is usually a structured activity occurring during pre-enrollment. Group activities can be designed for the competency areas so that the instructor can get a general idea of where each client is. During this pre-enrollment period, the competency system is explained in detail, especially the expectations and certification process. For initial assessment, the Assessment and

Certification of Competencies Form can be used. The instructor would check off the competencies that the client clearly demonstrates proficiency in, and record how those were documented.

At the end of the initial assessment period, a recommendation is made by the instructor either for enrollment or non-enrollment. Reasons for non-enrollment can go beyond the competencies, of course. If non-enrollment occurs, the client should be informed privately, including the reasons why and including information on the assessment of the competencies.

When the client is enrolled, an Individual Development Plan (IDP) for competency attainment should be completed. This plan should state specifically what competencies have already been attained as certified during the initial assessment period. The IDP should describe what competency areas need to be developed and in what order of priority. The priority for instruction of specific competencies can be developed from the priority date column on the Assessment and Certification of Competencies Form. The IDP should also outline the planned instruction for the competency development period, indicating what competencies could be achieved in group activities, which ones will need more individual work, and the order in which they will occur. The Individual Development Plan should then be explained to the client, and the youth should sign it.

After the initial assessment and IDP have been completed, competency development should formally begin. Interesting activities should be developed to teach clients the competencies that each lacks. Using the IDPs and the priority date column on the Assessment and Certification of Competencies forms, the instructor determines which competencies are

prioritized for instruction for the majority of the class. Using group activities, the instructor could begin by teaching the first priority competencies to all the class. Then the instructor could break the class into smaller groups according to their individual competency needs. Eventually the instructor could individualize all instruction so that students will finish the program completing the competencies that each individually needs. By doing this, clients will not have to sit through information that they have learned before, and clients who are ready for referral can be referred earlier.

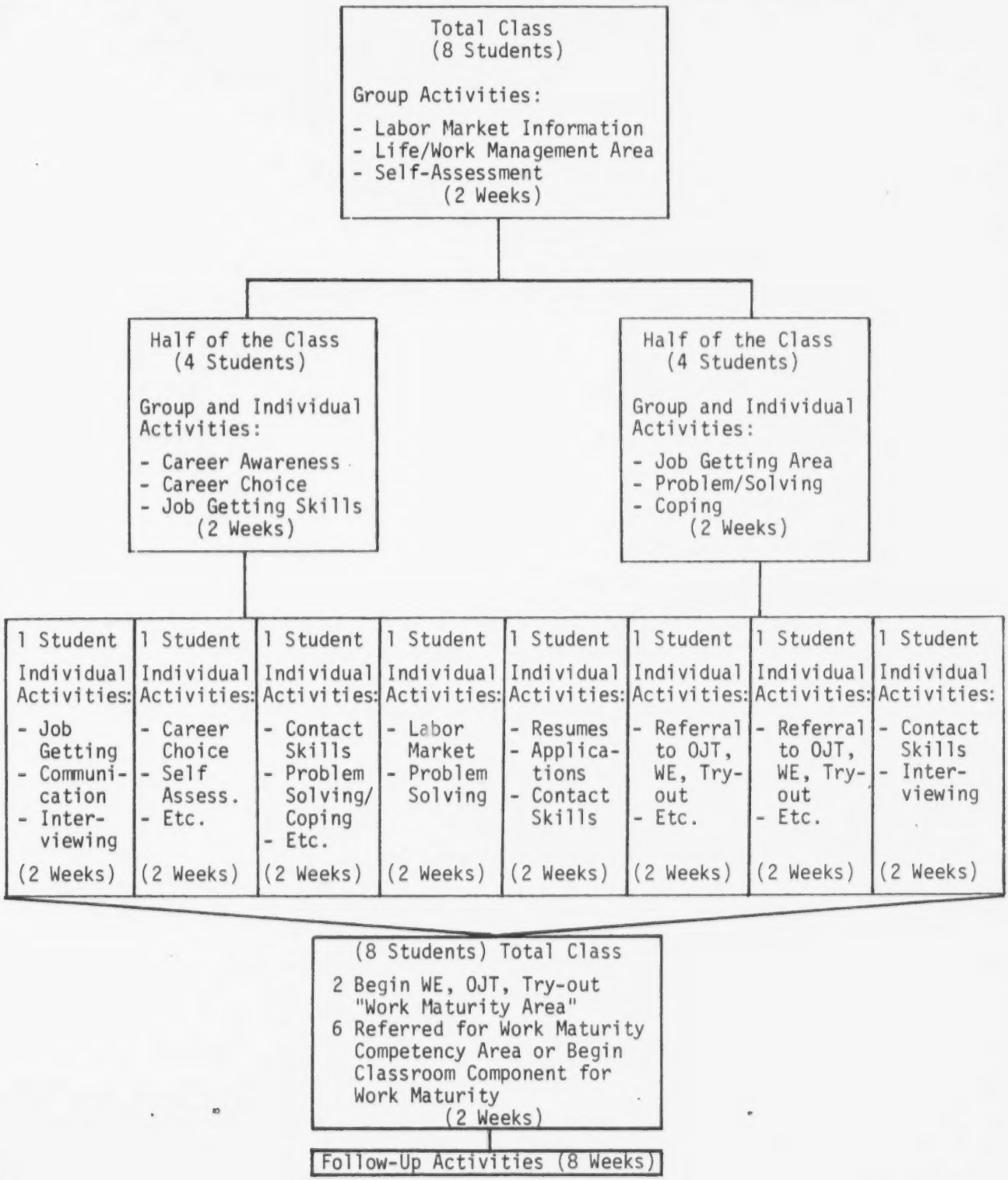
Let's look at an illustration of this process for a class of eight (8) students. The instructor has already looked at their initial assessment forms and the IDPs and determined what the majority need as a group. The first priority for this group was determined to be labor market information, self-assessment and life/work management. The instructor would teach the entire class those three areas using group activities. Then the class might be divided into two sections: half of the class needing in-depth work on career awareness, job getting and career choice, and the other half beginning the job getting competencies. Eventually all eight (8) members of the class would be completing their last competencies and attaining them by working individually. Some of the class may have already been referred for work placements or to other program components, which will be their "work maturity competency area." It is suggested that if work maturity competencies have to be taught in the classroom only, that all of the class who were not referred to a worksite should be exposed to it collectively and consistently. This is because this area is probably the most important of all the curriculum, and repetition of these skills is reinforcing rather than detrimental. If some of the class finished the

rest of their competencies earlier and were not referred on, they should be allowed to skip the rest of their classes until the work maturity area begins.

The next page presents a graphic model for the class described above.

Competency Development (8-Week Program)

A Model



Throughout the competency development period, the youth's individual program is rated for progress and verification. This should be a regular, ongoing assessment process completed at least on a weekly basis or daily if the class is a short-term session. The Assessment and Certification of Competencies Form can be used for this continual assessment. The instructor would need to date when the competency was attained and by what method. In addition to this, a file folder on each client should contain evidence of written work when a benchmark requires it. This file folder documents formally that the specific competencies were attained and should be a permanent file until the youth has completed both the program and the follow-up activities.

When the client has attained all competencies or finished the program, an Employability Skills Achievement Record should be issued. This would indicate the date for meeting or exceeding the standards in each of the competency areas. This would be signed by the instructor and given to the youth to use like a college transcript when applying for a job. If a youth completes only some of the competencies, the achievement record should be issued with the partial list of attained competencies. When the work maturity area is attained in a classroom setting only, the Employability Skills Achievement Record should indicate that. If work maturity is attained at a worksite by try-out employment, on-the-job training, summer youth placement, or work experience, then that employer should sign verifying those competencies and state the name of the worksite. For students who complete all the competency areas successfully, a Certificate of Achievement should be awarded. This should be signed by the program director and a local PIC representative.

Follow-Up Activities

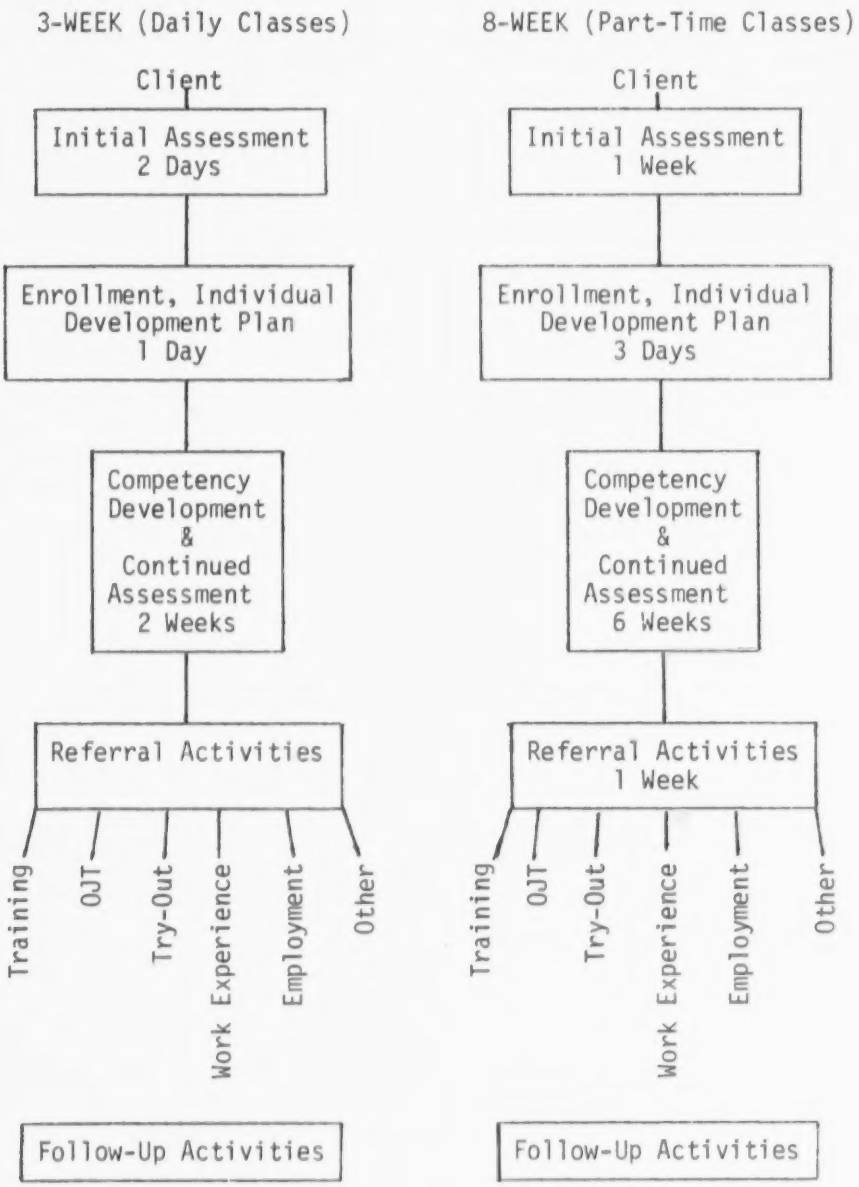
When a client has completed the program, a plan should be developed toward employment or training. It is during this period that referrals would be made for on-the-job training, work experience, summer youth, try-out employment, customized training or unsubsidized employment. If the work maturity competency area is to be attained through those placements, the employer will need to be fully informed about the process and willing to participate in the instruction of those specific competencies.

For youth who are interested in general occupational training, a referral form and summary of the record of achievement should be forwarded to the appropriate training person. If the youth does not qualify for continued service in the delivery area, then follow-up activities should include assistance in job hunting or referrals to other training programs or agencies. The follow-up period should be at least as long as the classroom instruction period, and it is certainly as important as the competency development period. It is during this time also that some clients may need more individualized instruction in specific competencies.

Examples of client flow can be found on the chart on the next page. Two durations are described: (1) for a 3-week program; (2) for an 8-week program. Local delivery areas can set up their own time preferences. Sample forms follow in the order in which they were discussed in the above section: (1) an Assessment and Certification of Competencies Form; (2) an Individual Development Plan (IDP); (3) an Employability Skills Achievement Record; and (4) a Certificate of Achievement Form.

Client Flow

Client flow will vary according to the needs of the local delivery area, but two suggested formats might be as follows:



A WORD ABOUT ASSESSMENT

In terms of recording a demonstration of behavior, it is always easier to require a demonstration to occur in written form -- the evidence is easily verified. However, in many instances our clients will demonstrate the proficiency verbally, such as in a group exercise dealing with Self-Assessment and Values Clarification. The need to verify that demonstration efficiently ought not to supercede the design of the exercise nor the fact that verbal demonstration is more appropriate to that design. The method and setting of teaching is always more important to the client's development than our need to record and verify the desired behavior.

Also, Assessment prior to enrollment will often include verbal demonstrations, for obvious reasons.

In both of these cases, the counselor/instructor should note that the demonstration was verbal. A later culminating activity might then include written assessments.

ASSESSMENT AND CERTIFICATION OF COMPETENCIES FORM

Name of Youth: _____ Date Enrolled: _____ Counselor: _____

Competency Area/Specific Competency	First Introduced	Initial Assessment	Priority for Instruction	Date Certified	How Certified
CAREER DECISION-MAKING:					
SELF-ASSESSMENT -					
a. Assess values in relation to the world of work					
b. Identify skills and aptitudes					
c. Describe employment history and experience					
d. Describe obstacles to employment					
CAREER AWARENESS -					
a. Identify career clusters					
b. Describe specific jobs within clusters					
c. Describe the daily job functions for 3 specific jobs					
LABOR MARKET INFORMATION -					
a. Describe the current local labor market					
b. Identify growth/demand occupations					
c. Discuss the characteristics of 3 occupations					
d. Relate to specific career choices to local/regional labor market					
CAREER CHOICE -					
a. Select an appropriate career goal					
b. Identify abilities used in that career that can be transferred to other careers					
c. Formulate a reasonable plan for achieving that career goal					
d. Ability to make a realistic career choice					

ASSESSMENT AND CERTIFICATION OF COMPETENCIES FORM (Page 1 of 2) Name of Youth: _____

Competency Area/Specific Competency	First Introduced	Initial Assessment	Priority for Instruction	Date Certified	How Certified
LIFE/WORK MANAGEMENT:					
MANAGING PERSONAL RESPONSIBILITY -					
a. Provide reliable transportation					
b. Provide adequate child care					
c. Provide basic needs such as food, shelter, clothing					
d. Use adequate consumer skills and manage money					
e. Be committed to freedom from substance abuse					
f. Be physically able to work					
PROBLEM SOLVING/COPING -					
a. Identify a problem					
b. Analyze the problem					
c. Develop alternative solutions					
d. Choose a course of action					
e. Persevere through obstacles					
JOB GETTING:					
JOB SEEKING -					
a. Identify job opportunities					
RESUMES AND APPLICATIONS -					
a. Complete an application					
b. Develop a resume					
CONTACT SKILLS -					
a. Contact a prospective employer by phone, letter or in person & make a favorable first impression					
INTERVIEWING -					
a. Prepare for an interview, interview effectively, and understand the purpose of the interview					

ASSESSMENT AND CERTIFICATION OF COMPETENCIES FORM (Page Three) Name of Youth: _____

Competency Area/Specific Competency	First Introduced	Initial Assessment	Priority for Instruction	Date Certified	How Certified
WORK MATURITY:					
DEPENDABILITY/RELIABILITY - a. Maintain an acceptable attendance record					
b. Maintain punctuality					
c. Give timely notice of interruptions to work schedule					
d. Demonstrate reliability					
e. Follow the rules of the worksite or training site					
COMMUNICATION SKILLS - a. Follow instructions					
b. Ask for clarification					
c. Speak clearly and effectively					
d. Use listening skills					
PERSONAL RELATIONS - a. Maintain a positive attitude toward others on the worksite					
b. Accept supervision and criticism					
c. Cooperate with co-workers and accept chain of command					
INITIATIVE/PRODUCTIVITY - a. Organize time effectively					
b. Sustain responsibility					
c. Exhibit ownership in the quality of the product					
WORKER RIGHTS - a. Understand state and federal tax forms					
b. Describe local employers' benefit packages					
c. Identify legal rights and responsibilities on the work place					

ASSESSMENT AND CERTIFICATION OF COMPETENCIES FORM (Page Four) Name of Youth: _____

If the work maturity competencies were attained at a worksite, Name of Employer: _____

Place of Employment: _____ Dates at Worksite: _____

General Progress Notes (Class or Week 1): _____

_____

Week 2: _____

_____

Week 3: _____

_____

Week 4: _____

_____

Week 5: _____

_____

Week 6: _____

_____

Week 7: _____

_____

Completed _____ competency areas. Certificate of Achievement awarded _____. Employability Skills Achievement Record issued on what date: _____. Plans for training or work: _____

_____

_____

Individual Development Plan(IDP)

Name of Client:_____ Date:_____

Instructor(s): _____

Training site: _____

Duration, From:_____ to:_____

The following competency areas, specific competencies, or indicators that are checked below have been certified during the initial assessment process as having been attained prior to any competency development classes.

CAREER DECISION-MAKING:

Self-Assessment

Values___ Emp.history___
Abilities___Obstacles___

Career Awareness

Clusters___ Daily job
Jobs_____ Duties____

Labor Market Inform.

Local Market____
Growth/demand____
Charc. of Occ____
Career choice to
labor market____

Career Choice

App.career goal___
Transfer skills___
Plan for goal___
Realistic choice___

LIFE/WORK MANAGEMENT:

Managing Personal Res.

Transp.___Money____
Childcare___Sub.Abuse
Phy.OK____ free____
Basic needs___

Problem Solv./Coping

Problem___ Course___
Analyze___ Persevere___
Alternatives___

JOB GETTING:

Job Seeking

Job Opportunities____

Resumes & Applic.

Appl.___Resumes____

Contact Skills

Contact emplys.____

Interviewing

Prepare int.___
Inter.OK_____

WORK MATURITY:

Dependability/Reliability

Attend.____ Reliable____
Punctual___ Follow rules_____
Notice of Interuptions_____

Communications

Instruct.___ Speaks well____
Clarification___Listens_____

Personal Relations

Post.Att. ___ Cooper ____
Supv.& Crit.__Chain of Com.___

Inititive/Productivity

Time____ Quality of work____
Responsible____

Worker Rights

Tax forms___ Legal rights___
Employee benefits____

The competency areas, specific competencies or indicators that are circled above will be developed during the competency development period. Their order of priority for instruction will be:

1st_____ 4th_____ 7th_____ 10th_____

2nd_____ 5th_____ 8th_____ 11th_____

3rd_____ 6th _____ 9th_____ 12th_____

Priority numbers that are possibilities for group activities are:_____

_____

Priority numbers that are possibilities for individual activities are:_____

_____

Other:_____

I, _____, state that I have read and had the above IDP
(Name of student)
explained to me by my instructor(s). I agree to this plan of instruction and competency development.

Signed:_____

Date:_____

ABC PROGRAM SERVICES ORGANIZATION
EMPLOYABILITY SKILLS ACHIEVEMENT RECORD

Participant Name: _____

Training Period from _____ to _____

Job Site or training site: _____

CAREER DECISION-MAKING AREA

COMPETENCIES/SKILLS DEMONSTRATED	MEETS STANDARDS/DATE	EXCEEDS STANDARDS/DATE
SELF-ASSESSMENT		
Can assess values in relation to work		
Identifies skills and aptitudes		
Describes employment history and experience		
Describes obstacles to employment		
CAREER AWARENESS		
Identifies career clusters		
Describes specific jobs in those clusters		
Describes the daily functions for three specific jobs		
LABOR MARKET INFORMATION		
Can describe the local labor market		
Knows growth/demand occupations		
Can discuss characteristics of three occupations		
Can relate the specific career choice to local/regional labor market		
CAREER CHOICE		
Can select an appropriate career goal		
Identifies abilities in career goal that can be used on another job		
Can plan to achieve that career goal		
Can make a realistic career choice		

ABC PROGRAM SERVICES ORGANIZATION
EMPLOYABILITY SKILLS ACHIEVEMENT RECORD

Participant Name:_____

Training Period from:_____ to_____
Job site or training site:_____

LIFE/WORK MANAGEMENT AREA

COMPETENCIES/SKILLS DEMONSTRATED	MEETS STANDARDS/DATE	EXCEEDS STANDARDS/DATE
MANAGING PERSONAL RESPONSIBILITY		
Has reliable transportation		
Provides adequate child care		
Provides basic needs such as food, shelter, clothing		
Has adequate consumer skills and can manage money		
Is committed to freedom from substance abuse		
Is physically able to work		
PROBLEM SOLVING/COPING		
Can identify problems		
Can analyze a problem		
Can develop alternative solutions		
Can choose a course of action		
Can presevere through obstacles		
JOB GETTING AREA		
JOB SEEKING		
Can identify job opportunties		
RESUMES AND APPLICATIONS		
Can complete an application		
Can develop a resume		
CONTACT SKILLLS		
Can contact an employer by phone, letter, or in person and make a favorable impression		
INTERVIEWING		
Knows how to prepare for an interview and can interview effectively		

ABC PROGRAM SERVICES ORGANIZATION
EMPLOYABILITY SKILLS ACHIEVEMENT RECORD

Participant Name: _____

Training Period from: _____ to _____

Job Site(s) or
Classroom Site: _____

WORK MATURITY AREA:

Competencies/Skills Demonstrated	Meets Standards/Date	Exceeds Standards/Date
DEPENDABILITY/RELIABILITY		
Maintains Acceptable Attendance		
Maintains Punctuality		
Gives Notice of Interruptions		
Demonstrates Reliability		
Follows Rules of Workplace		
COMMUNICATION SKILLS		
Follows Instructions		
Seeks Clarification		
Speaks Clearly & Effectively		
Uses Good Listening Skills		
PERSONAL RELATIONS		
Maintains Positive Attitude		
Accepts Supervision & Criticism		
Cooperates with Others		
Accepts Chain of Command		
INITIATIVE/PRODUCTIVITY		
Organizes Time Effectively		
Is Generally Responsible		
Cares about Quality of Work		
WORKER RIGHTS		
Understands Use of Tax Forms		
Understands Employee Benefits		
Understands Legal Rights & Responsibilities of Workplace		

I certify the above to be an accurate record of performance.

NAME: _____

TITLE: _____

C E R T I F I C A T E O F A C H I E V E M E N T

This is to Certify that

_____

has completed a program of instruction in

EMPLOYABILITY SKILLS

and has met or exceeded standards of performance required by the ABC Program Services Organization and by the ABC Private Industry Council for award of this Certificate.

Counselor/Instructor: _____
(Date)

Program Director: _____
(Date)

PIC Representative: _____
(Date)

CERTIFICATION

CERTIFICATION

Certification is a process of stating that a particular benchmark, indicator, competency or competency area has been attained satisfactorily. In order to do this, different methods of assessment or "measuring" are used. Two such methods that were listed in the competency breakdown chart found in the definition section are:

1. Evaluation of Performance

   This is when a client is asked to complete something such as a written form, an application, list three barriers, etc. The produce of the behavior and not the behavior itself (unless it is in the past) is looked at and evaluated. Either the client has completed the task satisfactorily or not. This method is used for a static event or events in the past, and is usually a more objective method.

2. Appraisal

   This method "appraises" the behavior or event as observed by some expert such as an employer or counselor/instructor. This expert makes judgements about the quality of the behavior. This method is more subjective and can involve looking at "the whole" rather than just one isolated event or item. An example would be that the client "interviews effectively." An employer or counselor would have to make a judgement as to whether that person's interview was "effective" or not. Another example would be "caring appropriately for money, material and property." Appraisal would require an employer to think back over the whole of the work experience situation.

The use of these two methods or a mixture of both will certify that the client has attained the specific competencies and benchmarks.

For documentation purposes, some kind of certification form should be in the client's file folder. An Appraisal Summary Form can be completed by an instructor/counselor or an employer. This form requires an appraisal by an expert opinion on how well the client achieved the benchmark. An example of this form can be found following this section.

When an evaluation of performance method is used, some kind of written evidence of that evaluation will need to be in the client's file folder. If the benchmarks require a list of barriers, a list of three occupations, or a budget, then those completed items and instructor's comments about them should be in the file folder. If a benchmark requires a discussion of an item as part of attaining a competency, then a Discussion Rating Sheet or Checklist (example follows) should indicate whether the client performed adequately or not. Other examples to be developed at local delivery areas might be listening skills checklist, quiz of worker rights, dress and hygiene checklist, etc.

In order to verify past information about a client, a School or Employer Verification Form should be sent to a prior employer or the school that he/she attends. A letter of recommendation could also be used but may not address specific items that need to be certified. This form can be used to verify the attainment of competencies or to add more evidence that such competencies have been attained in other programs or worksites as well. An example of this form also follows.

In some delivery areas, counselors complete client progress notes on a regular basis. If these are to be used for certification purposes, they

would need to address each item very accurately and specifically. Client journals may also be useful in a reality-based area such as work maturity and life/work management skills. If they demonstrate progress over time on specific competencies, they can be used to certify, if the local delivery areas determine that they are appropriate.

The file folder ultimately should contain documented evidence for all of the specific competencies that have been attained. This file folder should be completed on a regular basis, but never as a major part of the learning activities. The teaching, learning, motivation and understanding should supercede any written work required for documentation.

Appraisal Summary Form

This form represents all of the specific competencies that require an appraisal as a method of assessment. It can be completed by an employer on a worksite, an instructor/counselor, and as a motivating process by the client. Each benchmark should be examined and evaluated using the following numbers:

1=not at all ; 2= poorly ; 3= average ; 4= very good ; 5= excellent. A youth must receive 3 or above to have met that benchmark.

Competency (Indicator)	Benchmark
1) Self-Assessment	
Can describe employment history & experience	by evaluating past job performance and/or experience adequately 1 2 3 4 5
Comments: _____	
2) Career Awareness	
Can identify career clusters.....	by identifying 2 career clusters of interest 1 2 3 4 5
Comments: _____	
3) Career Choice	
Can select an appropriate career goal.....	by describing a career goal that is consistent with one's interests, abilities, resources, and constraints 1 2 3 4 5
Comments: _____	
Can make a realistic career choice.....	by comparing present situation with career goal 1 2 3 4 5 and identifying career gaps 1 2 3 4 5
Comments: _____	
4) Managing Personal Responsibility	
Can provide basic needs of food, shelter, clothing.....	by developing methods to meet those needs 1 2 3 4 5 and by using social service agencies if needed 1 2 3 4 5
Comments: _____	

Appraisal Summary Form(continued)

Competency(Indicator)	Benchmark
5) Problem-Solving Can persevere through obstacles	by following through with solutions 1 2 3 4 5 developing alternative solutions 1 2 3 4 5 completing at least one month's steps toward that solution 1 2 3 4 5
Comments:_____	
6) Interviewing Can prepare for an interview, interview effectively and understand the purpose of an interview.....	by performing an evalution of how he/she has done during the interview 1 2 3 4 5
Comments:_____	
7) Dependability/Reliability Demonstrates reliability.....	by caring appropriately for money, material, property 1 2 3 4 5
Comments:_____	
Follows the rules of the worksite or training site	by verbalizing the rules 1 2 3 4 5 and by following the rules of the work or training site by at least 4 consecutive weeks
Comments:_____	
8) Communication Skills Can follow directions.....	by consistently performing tasks as explained verbally or in writing 1 2 3 4 5
Comments:_____	
Ask for clarification.....	by asking for more information if instructions are not understood 1 2 3 4 5
Comments:_____	
Speak clearly and effectively.....	by summarizing his/her work history in an interview situation 1 2 3 4 5 and by verbally describing problems that occur on a worksite and how they might be resolved 1 2 3 4 5
Comments:_____	

Competency(Indicator)	Benchmark
Communication Skills(continued)	
Can use listening skills.....	by being able to repeat information presented 1 2 3 4 5 by being able to explain information presented 1 2 3 4 5

Comments:_____

9) Personal Relations

Can maintain a positive attitude toward others on the worksite.....	by dressing appropriately and maintaining good hygiene 1 2 3 4 5 and respecting other people's rights 1 2 3 4 5

Comments:_____

Can accept supervision and criticism.....	by altering behavior when appropriate 1 2 3 4 5 verbalizing expectations of supervisor 1 2 3 4 5 and seeking feedback on performance 1 2 3 4 5

Comments:_____

Cooperates with co-workers and accepts the chain of command.....	by being supportive of other people's activity 1 2 3 4 5 and following the chain of command for approval if required 1 2 3 4 5

Comments:_____

10) Initiative/Productivity

Can organize time effectively.....	by seeking secondary tasks when the primary tasks are completed 1 2 3 4 5
Can sustain responsibility.....	by learning new tasks associated with job 1 2 3 4 5 solve problems objectively 1 2 3 4 5 accepting change 1 2 3 4 5 seeking guidance 1 2 3 4 5

Comments:_____

Appraisal Summary Form(continued)

Competency(indicator) Benchmark

Initiative/Productivity(continued)

Can exhibit ownership in the quality of the product.....by consistently trying to improve the product

1 2 3 4 5

This form was completed by:_____

Title: _____

Worksite or Delivery Area: _____

If parts of this form are completed at different times throughout the program, indicate the date in the comment section.

Discussion Rating Sheet or Checklist

Name of Client:_____ Counselor:_____ Date:_____

Put an X on the line indicating whether the client completed the discussion adequately or not. If the youth has a total of 4 points or above, he/she can be certified in this benchmark area.

The Discussion as a whole was:

Vague and confusing	Met program Standards	Well organized
1	2	3

The information presented was:

Not accurate	Met program Standards	Based on good research
1	2	3

The method of delivery was:

Dull	Met program Standards	Very Interesting
1	2	3

Competency:_____

Benchmark:_____

_____

Discussion was about:_____

Total amount of points:_____

Prior Employment or School Verification Form

In order for the ABC program to certify that this youth has achieved certain standards at school or in the workplace, please verify the following items. Some items relate more to a school or others to a place of employment. If the item does not relate to your site, place circle N/A and if you have no knowledge about that particular item please circle UK for unknown. The numbers below each item represent frequency, 1=seldom, 2=sometimes, 3=usually or the average, 4= frequently, 5= almost always.

Name of youth:_____
School/Worksite:_____
Name of person completing this form:_____
Youth's Duration at this school or worksite:_____
Date the form was completed:_____

The youth-named above has demonstrated that he/she:

1) Can provide transportation that is reliable

1 2 3 4 5 N/A UK

2) Has reliable childcare

1 2 3 4 5 N/A UK

3) Provide basic needs for self such as food, shelter, clothing

1 2 3 4 5 N/A UK

4) Design and maintain a budget

1 2 3 4 5 N/A UK

5) Free from substance abuse

1 2 3 4 5 N/A UK

6) Has good problem solving abilities such as can identify problem, analyze it, suggest alternatives, choose a course of action and presevere

1 2 3 4 5 N/A UK

7) Can complete an accurate application

1 2 3 4 5 N/A UK

Can develop a well organized resume

1 2 3 4 5 N/A UK

8) Contact an employer and make a good first impression

1 2 3 4 5 N/A UK

9) Interview effectively

1 2 3 4 5 N/A UK

School or Employer Verification Form(continued)

10) Maintain an acceptable attendance record

1 2 3 4 5 N/A UK

11) Is on time

1 2 3 4 5 N/A UK

12) Gives notice in advance of interuptions to schedule

1 2 3 4 5 N/A UK

13) Is reliable by caring for money and material appropriately

1 2 3 4 5 N/A UK

14) Follow rules of worksite or school

1 2 3 4 5 N/A UK

15) Follows instructions

1 2 3 4 5 N/A UK

16) Speaks well and effectively

1 2 3 4 5 N/A UK

17) Uses listening skills

1 2 3 4 5 N/A UK

18) Positive attitude toward others

1 2 3 4 5 N/A UK

Dresses appropriately

1 2 3 4 5 N/A UK

Respects others rights

1 2 3 4 5 N/A UK

19) Accepts supervision and criticism

1 2 3 4 5 N/A UK

20) Accepts chain of command

1 2 3 4 5 N/A UK

Cooperates with co-workers

1 2 3 4 5 N/A UK

21) Organizes time effectively

1 2 3 4 5 N/A UK

Learns new tasks easily

1 2 3 4 5 N/A UK

Accepts Change

1 2 3 4 5 N/A UK

School or Employer Verification Form(continued)

22) Cares about the quality of work

1 2 3 4 5 N/A UK

23) Has demonstrated knowledge of safety and legal rights on the workplace

1 2 3 4 5 N/A UK

Additional comments on any of the items above:_____

_____

_____

_____

_____

_____

Signed by:_____Title:_____

- -

This section is to be completed by the client prior to the form being delivered or sent to the school or employer.

I, _____, Hereby give permission for ABC
(Name of student)

agency to contact the _____ and ask for information
(Name of agency /school)

on my performance there on the items above. I will not request a copy of this information for my own files and understand that this will be confidential information to be used for competency certification only.

Date:_____

Signed by:_____

Witness(es)_____

_____

SECTION II:

CURRICULUM GUIDE

INTRODUCTION

The Job Training Partnership Act (JTPA) presents service providers with creative opportunities to develop programs and curriculum using the competencies. The competencies represent a very structured and specific approach. However, they are not meant as curriculum or methods of instruction in and of themselves. Although the verification process for attained competencies does require written worksheets or forms, the completion of just those forms in themselves is not a curriculum. If that occurs, youth and instructors alike become sick with boredom and contract the terminal illness of the "worksheet blues."

Whenever possible, and for the majority of the training program, curriculum should be designed around interesting activities that will produce an end product of a "written form." This means that if certification requires a list of the client's barriers or a written summary of work experience, each should be available after the learning activity has occurred. The verification process ought not to dictate the activities of the curriculum in any way, and must not be considered as curriculum activities.

The competencies have been presented sequentially for organizational purposes only. Just because career awareness comes after self-assessment in this guide does not mean that an instructor must teach all of self-assessment before moving on to career awareness. In fact, instruction in the competencies should include a mix of different competency areas and specific competencies when possible.

As an illustration, an activity that assigned groups in the class the task of designing their own small business, advertising in the class for openings, and interviewing could include the following specific competencies:

- Worker Rights
- Job Contacting Skills
- Interviewing
- Managing Personal Responsibilities (Budget)
- Communications
- Labor Market Information
- Resumes and Applications
- Self-Assessment
- Career Choice

Combining competencies for instructional purposes can be done for initial instruction or for review. When it is used for review of information, it is called a "culminating activity." A culminating activity encourages clients to put the information already learned together in a new way, usually by actual experience. The whole is always more than just the sum of the parts, at least in learning. A client may be able to repeat certain sections, but not integrate the information needed. Work experience, try-out employment, on-the-job training or an unsubsidized employment are really "culminating activities" for the pre-employment competencies. They enable the client to actually use the skills that he/she has learned piecemeal in class. A culminating activity for the job-getting competency area might be to actually interview for a job of interest to the client. This type of activity should be reality based, if possible, and if it is done in the classroom, it should be as near to reality as possible. An example of such a culminating activity can be found in the Job-Getting Competency Area of this section.

It is essential in designing a curriculum and a program to use a variety of learning modes. Research has indicated that different people learn better from a preferred "mode" such as:

Visually: Charts, diagrams, film, television, drawings, pictures or visual observation.

Printed Materials: Books, magazines, journals, reading and writing.

Verbally: Discussion, asking questions, dialogue, summarizing, lectures.

Experientially: Try it out, use it in actual performance, role playing.

Clients respond differently also to reinforcement. Some need constant reinforcement in the form of tangible rewards. Others are motivated to learn by self-directed learning. For these clients, the learning itself becomes enough motivation for them to continue. Persons who learn best from self-directed learning usually carry assignments beyond the classroom walls and synthesize their learnings with other areas of their lives.

If a youth is handicapped, the competencies will have to be introduced and translated to his/her usuable modes of learning. In general, if there is a balanced mix of modes of learning and types of motivation, then the majority of the class will benefit, and the classes will be more interesting as well.

An idea to explore would be to develop a workbook for each client based on the competencies that he/she would need to complete. Then the written work would be in one place, and students could go on at their own pace when they had some free time. A workbook should not be used as the only activity. It can be used as a supplement, but only after the learning activity has introduced the information.

It should be noted also that the work maturity competencies are best attained on a worksite. If the work maturity competencies must be attained in the classroom, that should be made clear on the final competency certificate.

The ultimate goal of the pre-employment competency training is to prepare youth for survival in the work world. The work maturity competencies are really more accurately certified on a worksite by the employer. If the client has been prepared well, he/she will be able to find and maintain employment. The purpose of the competencies is to help the youth get to that level of personal development.

What follows is a curriculum guide that presents some examples of activities in the specific competencies. It is organized according to the general competency area first, and then by the specific competencies that fall under the general area. This guide is not meant to be a complete curriculum; service provider areas should develop their own unique curriculum guides. The examples of activities were taken from a wide variety of sources including: service provider areas, New England Institute, Maine Occupational Information Coordinating Committee, Penobscot Consortium, Training Resource Center, Maine Commission for Women, and others. The origins of some materials cannot be traced because their popularity has resulted in their being shared and modified several times.

In any case, organizations that have contributed indirectly to this collection are owed a debt of gratitude.

CURRICULUM

ACTIVITIES

COMPETENCY AREA:

CAREER DECISION-MAKING

Does the client have the ability to make a realistic career decision?

Specific Competencies:

-- Self-Assessment

-- Career Awareness

-- Labor Market Information

-- Career Choice

COMPETENCY AREA: CAREER DECISION-MAKING

SPECIFIC COMPETENCY:

SELF-ASSESSMENT

Client is able to:

-- Assess values in relation to work.

-- Identify skills and aptitudes.

-- Describe employment history and experience.

-- Describe obstacles to employment and possible solutions.

Example of Activities of Self-Assessment

1. Present the following situation to the class: Ellen is having trouble finding a job. Her unemployment benefits are about gone, and she has exhausted most job leads. She is approached by an acquaintance to do some work at "Company A" where she would work closely with this person who is cheating on his wife. He is a detective who has been hired by the wife, and he needs evidence to take to the courtroom. Ellen's acquaintance is good friends with the manager of Company A, and she has been assured a permanent job. The detective is also willing to pay dearly for her services as a spy over and above her job salary. What would you do if you were Ellen?

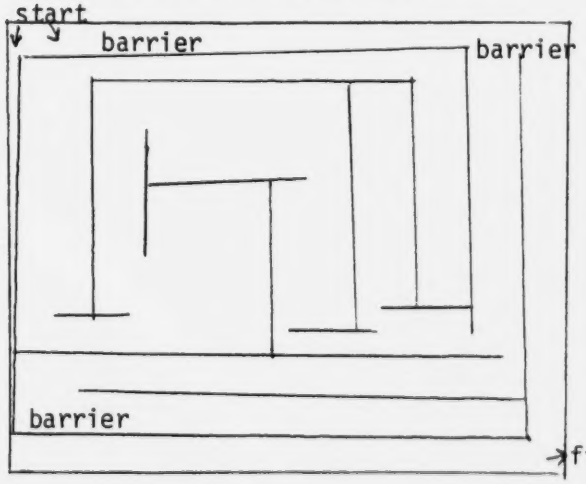
2. What do you value: If you were describing yourself to a person who had never met you before, what would you tell them about your values? What do you most want, value or prize? Now describe what your best friend values. Any differences? Any similarities?

3. Write an interesting summary of your work history, especially describing the skills you have learned. Then write a paragraph at the end on "Problems I Have Known and Lived with for Awhile." Are those your barriers to employment? If not, list your barriers to employment.

4. Design a new community in our county area(s) complete with types of people, kind of environment, types of jobs and values. Where would you best fit? What types of jobs would you have in this community? What kind of people and values would you work with on a daily basis?

5. Think of yourself as an employer. You are interviewing several people for a _____ position. You look up and see yourself as you are walking into the room. What skills do you as the employer see in yourself as a future employee? What aptitudes do you have? Where would you as the boss place yourself in the company to work?

6. Can you complete the Maze? If you complete the maze below and think of the starting point as where you are now, where would you like to end up? What are your major barriers to getting that job, and what are some solutions?



BARRIERS:

_____

_____

_____

_____

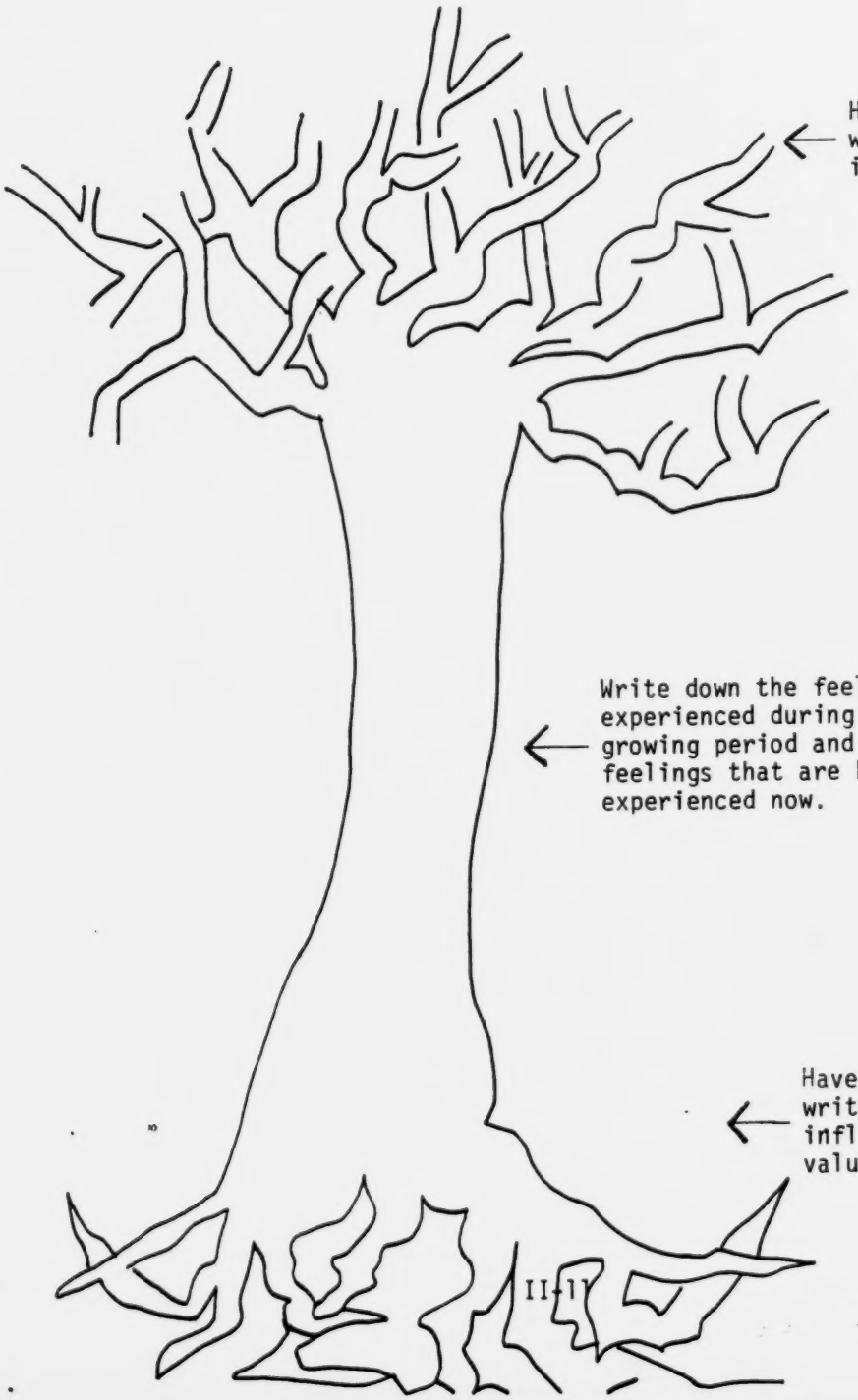
_____

_____
Job Desired

VALUE TREE

Purpose: To help the individual identify their values and where they originated and who influenced them. Helps to identify current feelings surrounding the values.

Materials Needed:
- Large white paper
- Markers
- Tape


Have individuals write their values in the branches.
Write down the feelings experienced during the growing period and feelings that are being experienced now.
Have the individuals write down who influenced these values.

PERSONAL COAT OF ARMS

This exercise is a way of combining several self-enhancing questions with some art work and small group disclosure.

Print up ditto sheets with the design that appears on the opposite page and distribute it to the students. Ask each of them to create an individual coat of arms by making a drawing in the appropriate section expressing their thoughts regarding each of the following questions:

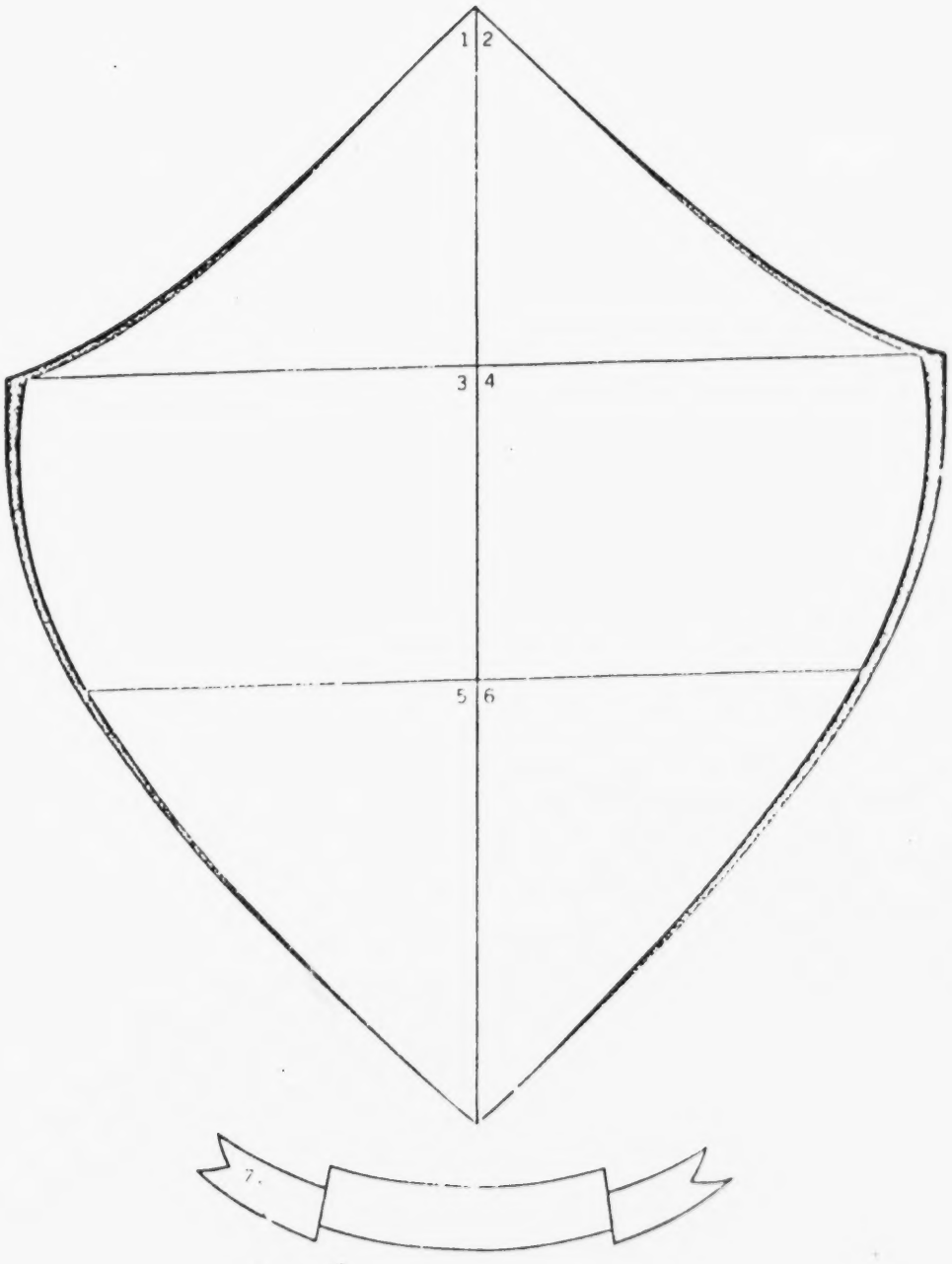
1. Express in a drawing the most significant event in your life from birth to age fourteen.
2. Express in a drawing the most significant event in your life from age fourteen to the present.
3. Express in a drawing your greatest success or achievement in the past year.
4. Express in a drawing your happiest moment in the past year.
5. If you had one year to live and were guaranteed success in whatever you attempted, what would you attempt? Draw a picture expressing your answer.
6. Express in a drawing something you are good at.
7. If you died today, what three words would you most like to be said of you?

Any number of questions could be substituted for those above in order to adapt the exercise to different age levels. Some optional questions for drawings are:

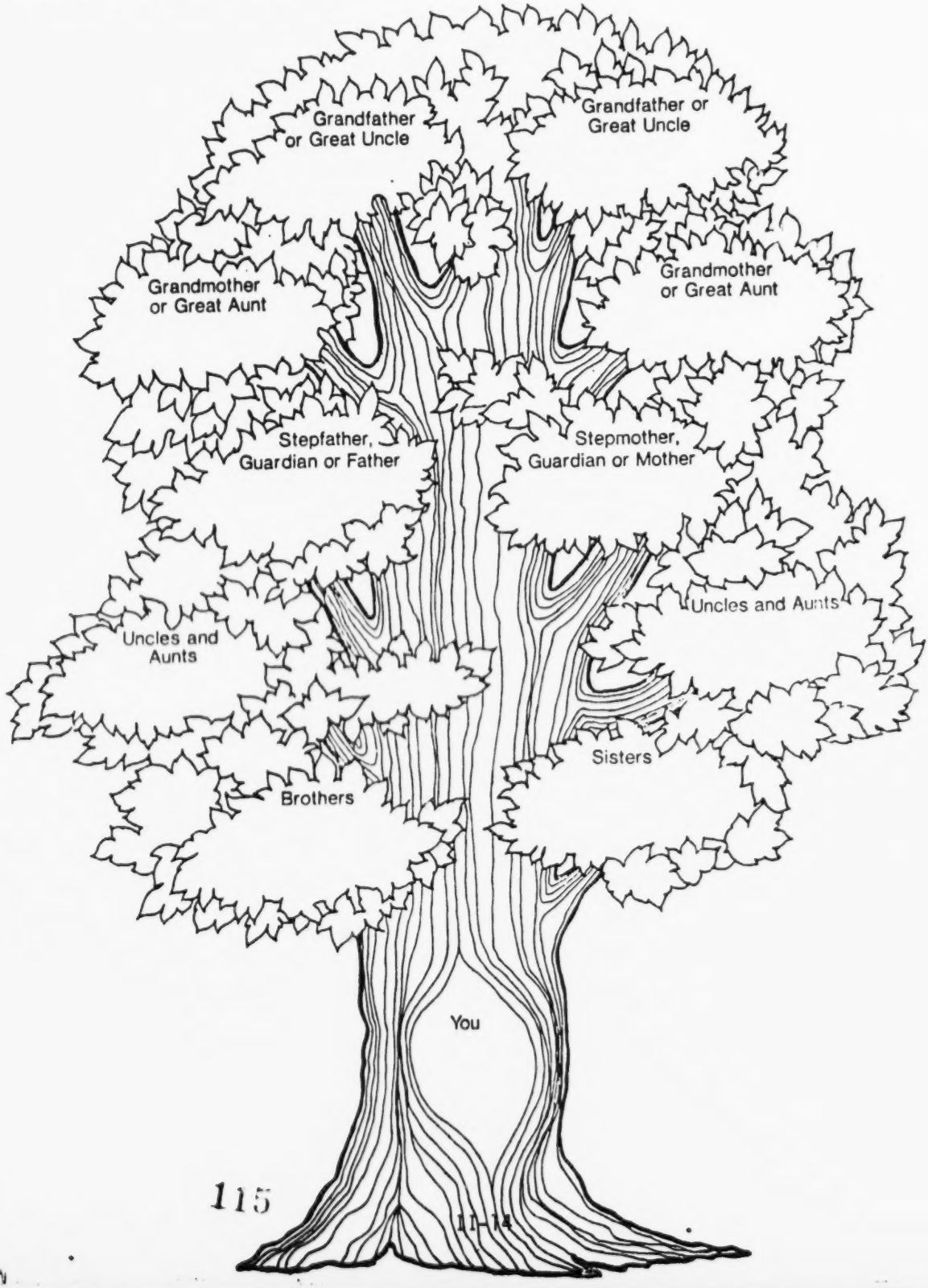
1. What is something you are striving to become or be?
2. What is your family's greatest achievement?
3. What would you want to accomplish by the time you are sixty-five?
4. Draw a picture of something you'd like to become better at.

When the drawings are completed, ask the students to form groups of five or six and share what they have done with the small group. When they have finished sharing, you may wish to post all the coats of arms on a bulletin board or wall for a day or two.

After the students have shared their drawings in the small groups, you may wish to have them make several "I learned. . ." statements in their journals.


1
2
3
4
5
6
7.

Directions: A person's family plays a role in his/her choices of occupations. The occupations of the members of your family can influence you. In the following tree, write in the occupations held by the indicated members of your family.



PREPARING FOR WORK

"ALICE: Will you tell me, please, which way I ought to go from here?
CHESHIRE CAT: That depends a good deal on where you want to get to.
ALICE: I don't much care...
CHESHIRE CAT: Then it doesn't matter which way you go."

"Face it - looking for a job is a drag. Your head hurts from reading the ads. Your feet hurt from walking from one office to another. Your ears hurt from hearing "no" too often. And your pride ends up in the pits because no one calls you back. Before long you're sure there aren't any jobs, and that no one would hire you anyway, and that even if someone gave you a job, you couldn't do it. That's the bad news."[1]

Now for the good news. There are jobs. You can get one. You can handle it. Finding the right job can be hard, but it can be done (although not overnight.) This guide will help in that arduous task you are undertaking.

By using the questionnaires and forms with the instructions in this book, you will be better able to know what you want, decide what is the right work for you and how to go about finding that first job in your career timetable.

Know what you want is the first, and often the most difficult step in finding satisfying work. Exercise 1, You and Your Present, when filled out completely by you can help you assess what some of your skills and abilities are, that you have used and used successfully.

PERSONAL INVENTORY

Once you have done some thinking about what you want from work, using the following questions, you now begin to spell out your life and work experiences. The Personal Inventory Form is helpful in organizing this information and it will come in handy when you write out your resume.

YOU AND YOUR PRESENT

1. Aptitudes

In which of the following areas do you rate yourself as "G" - Good, "A" - Average, or "P" - poor?

-Ability to use words and ideas expressed in words

-Ability to use numbers and ideas expressed in mathematical terms

-Physical coordination/dexterity

-Social ability - ability to get along with others

-Physical stamina or strength

-Ability to understand the thoughts and feelings of others

-Ability to follow directions

-Ability to organize different elements to reach a goal

Aptitudes continued

-Artistic ability

-Scientific ability

-Mechanical ability - having good eye-hand coordination

-Leadership ability

Are there any other areas in which you feel you have high ability?

2. Interests

Which of the following do you enjoy? Give yourself an "H" for High, an "M" for Medium, and an "L" for Low.

-Working with information and ideas

-Working with people

-Doing a great deal of thinking and creating

-Researching information

-Writing

-Helping people solve their problems

-Working with small objects

-Working with machines

-Working with scientific material

-Working with artistic ideas

-Working by yourself

-Leading groups of people

-Working with music or musical instruments

Are there any other interests which are important to you?

3. Summary of Your Aptitudes and Interests

List those aptitudes for which your rated yourself as "good".

List the interests for which you rated yourself as "high".

4. How Well Do You Work With...People?

Check the ways in which you like to work with people.

-Not much at all
-Side by side without much interaction
-Closely in a cooperative situation
-Being supervised
-Supervising others
-Helping others

If you have checked helping others, use verbs to tell exactly how you would like to do this.

5. How Well Do You Work With...Ideas?

Check the ways in which you would like to work with knowledge or ideas.

-Enjoy learning new
-Not much at all
-Create new ideas
-Analyze ideas and information

Use some verbs to tell exactly how you might like to work with ideas.

6. How Well Do You Work With...Objects?

Check the ways in which you would like to work with objects or things.

-Not much at all
-With small machines or objects
-With large machines

Exactly what types of objects or machines interest you?

7. Orientation

All jobs involve working with people, ideas and objects in different combinations. In which of the following orientations do you seem to fit best? Put a "1" beside the best, a "2" beside the next, and so forth.

-Ideas - People - Objects
-Ideas - Objects - People
-Objects - People - Ideas
-Objects - Ideas - People
-People - Ideas - Objects
-People - Objects - Ideas

8. What is Important to You?

Put a check beside those things that would be important to you in your work.

___ do exciting things
___ be in new situations
___ engage in competition
___ solve complex problems requiring thought
___ learn new concepts and knowledge
___ make new products
___ create new ideas
___ produce something artistic that people can enjoy
___ produce something musical that people can enjoy
___ make useful things
___ see the results of your work
___ plan your own activities independently
___ be free to change the way things are done
___ perform difficult physical tasks
___ follow guidelines
___ be known by many people
___ work to help others
___ be respected by people
___ be involved in a variety of activities or problems
___ receive a high income

b. Check those values from the following list of terms that are important to you.

__excitement
__intellect
__creative
__artistic/musical
__scientific
__productive
__independence
__orderliness
__variety
__social service
__recognition
__leadership
__finances
__physical

9. Through work, people can satisfy a variety of human needs which are based on our values and what's important to us.

1. for mastery or achievement over situations, people, ideas or machines
2. for approval of others
3. for personal and social relationships
4. for status or prestige
5. for service to others
6. for a comfortable income
7. for security in their jobs
8. for pleasant working conditions
9. for advancement

Using the information you have gathered about yourself, identify those needs which may be satisfied by your work.

__mastery
__approval
__human relationships
__status
__humanitarian (service to others)
__income
__security
__pleasant environment
__advancement

10. You and Your Relationship to Others

What 2 or 3 person's opinions have the most effect on your educational and career planning?

What kind, and how much, education do they expect of you?

WORK VALUES

Rank each work value according to its importance to you. Put a "1" on the line in front of the work value which you think is most important. Put a "2" in front of the one which is second in importance. Continue until you have ranked all 13 work values.

_____1. Adventure - doing exciting activities, being in new or situations, engaging in competition.

_____2. Artistic - producing something aesthetically pleasing to the physical senses.

_____3. Creative - initiating a new idea or product.

_____4. Financial Income - receiving a high income.

_____5. Independent - planning own work activities, being free to change procedures.

_____6. Intellectual - solving complex questions requiring thought, applying concepts and knowledge to problems.

_____7. Leadership - influencing others in their work, being a leader, making decisions.

_____8. Orderliness - following set procedures, doing well-ordered or repetitive routines.

_____9. Physical performance - being able to do difficult physical tasks which require precision and coordination.

_____10. Productive - making a product or doing work which results in something usable.

_____11. Recognition - being known by many people, receiving respect from others.

_____12. Social Service - working for the benefit of others and society.

_____13. Variety - being engaged in many different activities or problems.

FROM: Making a Life, Making a Living, developed by Carl Helms, Biddeford School Department, under a grant from the Bureau of Vocational Education, Maine Department of Educational and Cultural Services.

BOASTING EXERCISE

1. What natural abilities do you have?

2. What things do you do better than most people?

3. How have you grown in the last year?

4. What are the most difficult things you accomplished?

5. What are you proudest of?

6. What about yourself would you like to be complimented on?

SKILLS SEARCH

Everyone has skills and abilities in some areas. We use them on the job, in the home or community, as a parent or a friend, or in our hobbies.

Read through the lists of skills on the following pages. Allow yourself enough time to think about each skill; most of us have skills that we've never thought about. For example: a housewife has excellent organizing skills if she can pay for food, clothing, shelter, medical expenses, and other household expenses on a tight budget.

Give yourself a rating on each of the following skills according to the code below:

VG = Very Good

G = Good to Fair

X = Little to no skills, but have an interest in learning it

O = No interest/no skill

Section # 1 SOCIAL SKILLS

_____Comforting people who are ill or upset

_____Teaching others new things

_____Talking with people you don't know

_____Selling a product or service

_____Listening to others problems

_____Speaking to groups of people

_____Dealing with emergencies

_____Figuring other people out

_____Helping the handicapped

_____Taking a survey

_____Fund raising or political campaigning

_____Remembering names

_____Convincing and persuading others

_____Organizing an event, party or game

_____Keeping the children amused

_____Making friends easily

_____Entertaining people

_____Setting up recreational activities

_____Raising children

_____Getting along with people you don't like

_____Other_____

Section # 2 LANGUAGE SKILLS

_____Explaining yourself clearly to others

_____Following written directions

_____Following spoken directions

_____Using new words

_____Doing crossword puzzles or word games

_____Using a dictionary

_____Spelling

_____Using correct grammar

_____Using correct punctuation

_____Keeping a diary

_____Learning a new language

_____Knowing more than one language

_____Translating

_____Writing letters or reports

_____Speaking in front of a group of people

_____Conducting a meeting

_____Getting information over the phone from companies or agencies

_____Other_____

Section # 3 MATH SKILLS

_____Using a calculator

_____Using a slide rule

_____Using an adding machine

_____Using a computer

_____Reading graphs and charts

_____Adding columns of figures

_____Doing advanced math

_____Counting and sorting items

_____Counting calories

_____Using a metric conversion chart

_____Understanding statistics in a magazine or newspaper

_____Using a ruler

_____Figuring percent discounts in a store

_____Balancing a budget

_____Balancing a checkbook

_____Figuring out income tax

_____Using a scale for weighing items

_____Other_____

Section # 4 CLERICAL SKILLS

_____Typing (words per minute___)

_____Shorthand or speedwriting (words per minute_____)

_____Placing phone calls

_____Setting up appointments

_____Proofreading (finding errors and correcting them)

_____Filing with numbers

_____Alphabetical filing

_____Keeping records

_____Budgeting time

_____Transcribing

_____Paying attention to detail

_____Answering the telephone

_____Writing down messages

_____Keeping track of supplies (inventory)

_____Organizing important papers

_____Keeping things neat

_____Taking notes during a meeting

_____Other_____

Section # 7 CREATIVE SKILLS

_____Drawing

_____Painting

_____Designing things

_____Crafts (sewing, crochet, knitting, etc.)

_____Dancing

_____Modeling

_____Making ceramics or pottery

_____Acting in a play or skit, or imitating others

_____Refinishing or upholstering furniture

_____Building models

_____Photography

_____Writing short stories or poems

_____Hairstyling or choosing cosmetics

_____Singing

_____Playing an instrument

_____Composing music

_____Reading music

_____Other_____

Section # 8 MECHANICAL AND MANUAL SKILLS

_____Operating machine

_____Fixing appliances or machines

_____Working with my hands

_____Using small tools (tweezers, needle nosed pliers, jewelry tools)

_____Using hand tools (wrench, hammer, etc.)

_____Using power tools

_____Working on an engine

_____Bricklaying or masonry

_____Wallpapering and plastering

_____Building things

_____Making plumbing repairs

_____Doing assembly work

_____Operating heavy equipment

_____Soldering and welding

_____Electrical wiring installation or repair

_____Doing rough or finish carpentry

_____House painting, roofing or siding

_____Other_____

All these skills we use involve some combination of DATA, PEOPLE or THINGS

DATA = Skills involving printed materials, numbers, processing information, recording, filing, measuring, etc.

PEOPLE = Skills relating to people, like teaching, talking, advising, selling, supervising, entertaining, etc.

THINGS = Skills where you use your hands, usually along with tools and machines. This could include building, fixing, designing or operating.

SKILLS SEARCH DIRECTIONS

1. Look over the skills that you gave yourself a rating of VG, G, or X. Next copy the skills below according to the category in which you think they belong. (Data, People, or Things)

2. Go over the lists and put a circle around those skills that you would like to use in a job.

DATA

PEOPLE

THINGS

JOB GOALS

1. What is your short term goal?

2. What is your long term goal?

3. How does your short term goal help you reach your long term goal?

4. List the jobs you have had that you were paid for and how long you worked at each one.

5. List the job(s) you will be looking for.

6. What qualifications do you think are necessary for each type of job?

7. If you don't have the necessary qualifications, do you think you can sell yourself to the employer?

   Yes _____ No _____

   Write down what you could tell the employer to convince him/her to hire you.

8. If you find there are no openings for the job that you want, what can you do?

GOAL PLAN

My Job Goal Is _____

I expect these things to help me reach my job goal (people, personal traits, etc.):	I expect these things to give me some trouble along the way:	What I think I can do to elimate or lessen the problem:

Things to work on when I have time:

Source: "Self-Directed Job Search Activities" Group Leaders' Manual.

Barriers to Employment

Everybody has reasons why finding employment or obtaining employment is difficult. List at least 5 reasons why you are having difficulty finding work below and give a brief reason why in each case.

1st _____

This is because: _____

_____

2nd _____

This is because: _____

_____

3rd _____

This is because: _____

_____

4th _____

This is because: _____

_____

5th _____

This is because: _____

_____

Others: _____

_____

_____

REMOVING BARRIERS TO ACTION

Often, we find that even though we have chosen ALTERNATIVES and have considered some of the CONSEQUENCES, we are still unable to ACT upon our decisions because of imagined or real barriers to action. This exercise should help you identify and remove barriers to action, barriers that keep you from doing what you want to do.

DIRECTIONS

1. At the top of the exercise, write the first action you want to take to remove your first weakness. Your action should be the ALTERNATIVE you decided might be the best for overcoming that weakness. If you do not feel that you have difficulty in getting started or in accomplishing the first alternative, pick one with which you think you might have difficulty.

2. On the right hand side of the exercise, opposite each number, list all the things you think might be barriers, which seem to be keeping you from acting.

3. On the left hand side of the exercise, list the steps you could take which might help remove or reduce each of the barriers.

ACTION I WANT TO TAKE (ALTERNATIVE): I want to_____

_____

REMOVING THE BARRIER	BARRIER
	1.
	2.
	3.
	4.
	5.

You can repeat this exercise for each ACTION you want to take on your ALTERNATIVES. You will identify possible barriers.

GETTING STARTED

Now that you have identified some possible ways of REMOVING BARRIERS TO ACTION you want to take, WHEN will you take them and WHAT will be your first steps? This exercise should help you make those decisions.

DIRECTIONS

1. In the first column, list the actions you have developed for removing barriers to the action you used in the exercise REMOVING BARRIERS TO ACTION.

2. In the next column, give the date you want to do or begin each action.

3. In the last column, list the first steps you will take to accomplish your goal.

ACTION TO REMOVE BARRIER	DATE	FIRST STEPS
1.		
2.		
3.		
4.		
5.		

For each ALTERNATIVE, you may have a set of Barriers to Action. You may have identified ways of REMOVING those BARRIERS. You can repeat this exercise to identify WHEN and the FIRST STEPS you will take in removing each set of barriers.

COMPETENCY AREA: CAREER DECISION-MAKING

SPECIFIC COMPETENCY:

CAREER AWARENESS

Client is able to:

-- Identify career clusters.

-- Describe specific jobs within the clusters.

-- Describe the daily job functions for three specific jobs.

Examples of Career Awareness Activities

1. After studying the twelve (12) most common career clusters, see if the client can arrange them in order of preference for his/her career.

2. Have the clients job shadow or explore a vocation for a day by observing and talking with a person actually performing his/her career of interest. Have the clients obtain the following information from the experience:

    a. What training would a person need for this career and where?

    b. Specific skills for the job itself.

    c. How frequent are job opportunities in this career, what are the benefits, and salary levels?

    d. What are the typical daily job duties?

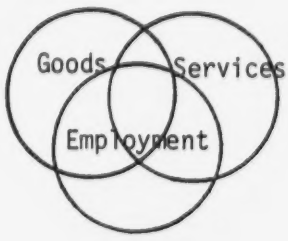
    e. What does this person like or dislike about the job?

3. Based on the job shadowing experience above, have each client write up his/her job description. It should include the major daily job duties, the qualifications for the job, salary, benefits and specific skills needed.

4. If you had your own business, "Who Would You Know?"

    Have each client choose a business of interest and list all the occupations that the business would come into contact with weekly. How many clusters would you deal with on a regular basis?

5. "No Career Stands Alone." Let clients design a goods and services career wheel. What happens if some part of that wheel is in trouble? What happens if no one buys the goods? What are some reasons for unemployment?



The Party

R
realistic
People who have athletic or mechanical ability, prefer to work with objects, machines, tools, plants, or animals, or to be outdoors.
I
investigative
People who like to observe, learn, investigate, analyze, evaluate, or solve problems.
C
conventional
People who like to work with data, have clerical or numerical ability, carrying things out in detail or following through on other's instructions.
A
artistic
People who have artistic, innovating or intuitional abilities, and like to work in unstructured situations, using their imagination or creativity.
People who like to work with people—influencing, persuading or performing or leading or managing for organizational goals or for economic gain.
enterprising
E
People who like to work with people—to inform, enlighten, help, train, develop, or cure them, or are skilled with words.
social
S

1

Which corner of the room would you instinctively be drawn to, as the group of people you would most *enjoy* being with for the longest time? (Leave aside any question of shyness, or whether you would have to talk with them.) Write the *letter* for that corner here:

2

After fifteen minutes, everyone in the corner you have chosen, leaves for another party cross-town, except you. Of the groups *that still remain* now, which corner or group would you be drawn to the most, as the people you would most enjoy being with for the longest time? Write the letter for that corner here:

3

After fifteen minutes, this group too leaves for another party, except you. Of the corners, and groups, which remain now, which one would you most enjoy being with for the longest time? Write the letter for that corner here:

NEXT, THE HEXAGON:

Youngstown State University in Ohio worked it out this way. The Career Planning Office there placed the courses (or majors) on a hexagon, corresponding to the Party exercise so that you can see at a glance some of the courses (or majors) that would be made for People Environment you feel most at home with:

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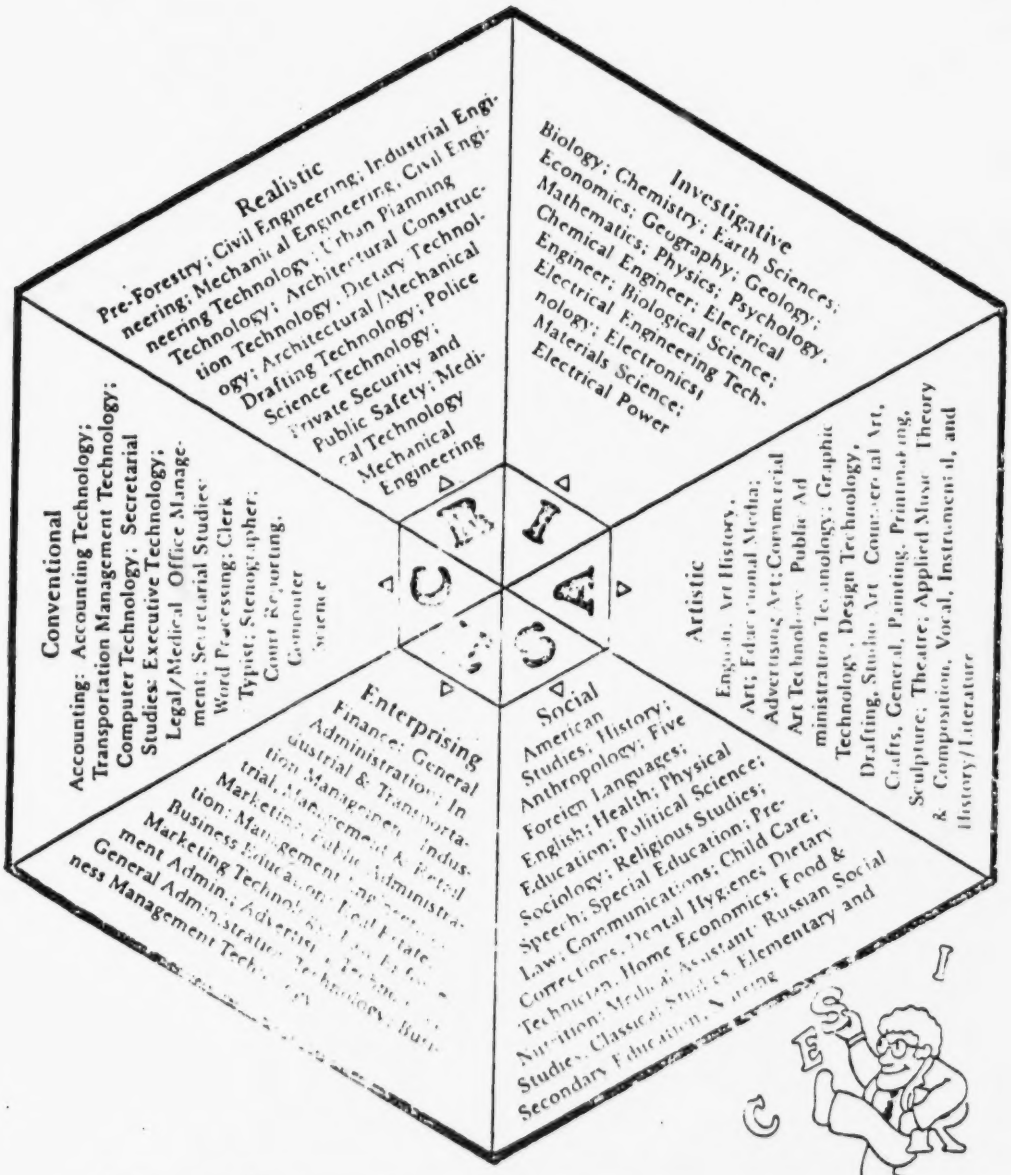

Realistic
Pre-Forestry; Civil Engineering; Industrial Engineering; Mechanical Engineering; Civil Engineering Technology; Urban Planning Technology; Architectural Construction Technology, Dietary Technology; Architectural /Mechanical Drafting Technology; Police Science Technology; Private Security and Public Safety; Medical Technology Mechanical Engineering
Investigative
Biology; Chemistry; Earth Sciences; Economics; Geography; Geology; Mathematics; Physics; Psychology; Chemical Engineer; Electrical Engineer; Biological Science; Electrical Engineering Technology; Electronics; Materials Science; Electrical Power
Conventional
Accounting; Accounting Technology; Transportation Management Technology; Computer Technology; Secretarial Studies; Executive Technology; Legal/Medical Office Management; Secretarial Studies; Word Processing; Clerk Typist; Stenographer; Court Reporting, Computer Science
Artistic
English, Art History, Art; Educational Media; Advertising Art; Commercial Art Technology; Public Administration Technology; Graphic Technology, Design Technology, Drafting, Studio Art Commercial Art, Crafts, General, Painting, Printmaking, Sculpture; Theatre; Applied Music Theory & Composition, Vocal, Instrumental, and History/Literature
Enterprising
Finance; General Administration; Industrial & Transportation Management; Industrial, Management & Public Administration; Marketing, Management Technology; Business Education; Real Estate; Marketing Technology; Advertising; Technology; Business Management Technology
Social
American Studies; History; Anthropology; Five Foreign Languages; English; Health; Physical Education; Political Science; Sociology; Religious Studies; Speech; Special Education; Pre-Law; Communications; Child Care; Corrections; Dental Hygiene; Dietary Technician; Home Economics; Food & Nutrition; Medical Assistant; Russian Social Studies; Classical Studies; Elementary and Secondary Education; Nursing

▶ If you prefer a longer list, not on a hexagon figure, you may find the following list of the correspondence between People Environments and Courses (or Majors) suggestive:

WORK ENVIRONMENT

The choice of a job is one way in which people express their view of themselves. To put this another way, a person's personality is expressed through the choice of a vocation. A job that you may find attractive would, most likely, provide experiences that suit your personality. As people of similar interests and personalities enter an occupation, that work setting takes on the personalities of the workers. The work environment you will be entering should reflect your interests, skills, and abilities. John Holland, a person who has done a great deal of research on workers and work environments, has described six work environments. The closer your work environment agrees with your personality, the greater the possibility of that occupation being one in which you will prosper and be satisfied.

You are now asked to make a choice of a work environment. From the six descriptions below, choose the one which is most appealing to you. On your worksheet in the section labeled WORK ENVIRONMENT write the number that accompanies the statement you select.

1. **Realistic** - the tasks you will perform are very clear, physical, well-defined. Working is often done out of doors and duties are carried out through mechanical skill, physical movement, and persistent effort. For the most part, person-to-person relationships are very brief and casual. Work settings that are **realistic** include farms, truck garages, machine shops, aboard ships.

2. **Investigative** - work tasks in this environment require abstract and creative ability. Workers deal with ideas and things more often than they do people. Often, workers in this environment will depend upon their language abilities in writing and speaking. This environment finds many workers being very intent in their work with little time to develop relationships with others. Workers found in an **investigative** environment include engineers, architects, economists, and psychologists.

3. **Artistic** - workers are required to use their abilities in interpreting or creating artistic forms to perform tasks in this environment. Workers are called upon to use their senses and imagination. Artists such as dancers and musicians find the **artistic** environment satisfying, as do photographers, and news reporters.

4. **Social** - in this environment, workers deal directly with people attempting to interpret and change human behavior. Workers have an interest in caring for people and helping them to lead a better life. Teachers, social workers, clergy members, and other helpers are examples of workers in the **social** environment.

5. **Enterprising** - tasks workers perform in this environment require a high language aptitude. Workers use their social skills to persuade, direct, and control others in decision making situations. An **enterprising** environment is appealing to people in advertising, business, sales people, and personnel managers.

6. **Conventional** - the work tasks in this environment are systematic, structured, and require the handling of information. Language and math skills are used to manage information and to direct people. Secretaries, bookkeepers, PBX operators, and accountants work in the **conventional** environment.

You now have completed the search process exercises. Your worksheet should have all the boxes in the upper left corner filled with the numbers that will be your search code for accessing the microfiche library. There should be a number of occupations that have a code similar to yours. Look closely at those jobs which seem to have similar requirements and needs as you have identified during the search activity. You may want to go through the search again and change some of your responses should you not find enough jobs that are of interest to you.

Career Myths

Write the 3 characteristics of each of the occupations below that first comes to your mind when you think about them.

Truckdrivers are: _____

_____

Secretaries are: _____

_____

Doctors are often: _____

_____

Soldiers are: _____

_____

Teachers are mostly: _____

_____

Bankers are people who: _____

_____

Businessmen are generally: _____

_____

Salesmen(women) are people who: _____

_____

Counselors are: _____

_____

Newscasters are: _____

_____

Athletes are usually: _____

_____

Entertainers are: _____

_____

Artists are: _____

_____

CAREER CLUSTER INDEX

The Career Cluster Occupational Index is a list of the occupations found in the Occupational Microfiche Library filed by Search Code Number in each of the fifteen career clusters. As the introduction will present, the user is instructed to read the descriptions of the clusters and then search through those that are appealing as potential fields of work. The career clusters are fifteen broad categories of occupations identified by the U.S. Office of Education. All of the occupations relate to one cluster. Some are found in two or three clusters, with a small number being found in all fifteen. Below is a description of each of the clusters as found in the Career Cluster Occupational Index.

Cluster #1: Agribusiness and Natural Resources
This cluster is concerned with production, conservation, regulating, and insuring that we receive the best products available for our use.

Cluster #2: Business and Office
This cluster is concerned with the preparation of people to enter a business career, and the offering of more efficient service in business.

Cluster #3: Communication and Media
This cluster is concerned with preparing people to enter the field of mass communication in journalism, motion pictures, telephone, and related fields.

Cluster #4: Construction
Occupations in this cluster relate to the construction of highways, buildings, bridges, and other structures, using various materials and machinery to accomplish each task.

Cluster #5: Consumer and Homemaking Education
Workers in jobs in this cluster assist to enhance individual, family, and social well-being through educational service, home and family relations and management, and textiles.

Cluster #6: Environment
This cluster contains occupations that are concerned with conditions as they presently exist and the preservation and maintenance of a relative amount of the natural environment.

Cluster #7: Fine Arts and Humanities
This cluster relates to studies and activities relative to social, moral, and artistic values of a culture.

Cluster #8: Health
Occupations in this cluster relate to health and medical service to people of the community.

Cluster #9: Hospitality and Recreation
Workers in occupations in this cluster aid others or groups in making plans for leisure activities. They also maintain contact on tours or at home during recreation and entertainment.

Cluster #10: Manufacturing
People at work in occupations in this cluster make wares or products by hand or machine on a large or small scale.

Cluster #11: Marine Science
Workers on this cluster are interested in the discovery, management, cultivation and harvesting of food and minerals from inland and ocean waters.

FIFTEEN OCCUPATIONAL CLUSTERS

The U.S. Office of Education has grouped all jobs into 15 different groups called *clusters*. Below are the 15 clusters and *some* careers in each cluster.

Are your careers listed below? If not, in which cluster do you think they belong?

AGRICULTURE (AGRI-BUSINESS)

Farmer
Wildlife & Conservation Technician
Agronomist
Horse Breeder
Agricultural Engineer
Entomologist

PUBLIC SERVICE

Teacher
Lawyer
Armed Forces
Fire Fighter
F.B.I. Agent
Census Clerk

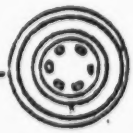
HOSPITALITY & RECREATION

Stunt Man
Recreation Specialist
Hotel Manager
Ski Instructor
Professional Athlete
Chef

MARINE SCIENCE

Fish Culturist
Oceanographer
Aquanaut
Hydrologist
Marine Biologist
Research Technician

TRANSPORTATION



Airplane Pilot
Cab Driver
Air Traffic Controller
Merchant Marine
Truck Driver
Steward/Stewardess

BUSINESS & OFFICE

Accountant
Computer Programmer
Bank Teller
Receptionist
Bookkeeper
Insurance Underwriter

NATURAL RESOURCES & ENVIRONMENT

Urban Planner
Forest Ranger
Geodesist
Sociologist
Soil Conservationist
Environmental Engineer

MANUFACTURING

Tool Designer
Millwright
Electrical Engineer
Machinist
Foreman
Sheet Metal Worker

PERSONAL SERVICES

Tailor
Waiter/Waitress
Travel Guide
Cosmetologist
Marriage Counselor
Masseur/Masseuse

CONSUMER EDUCATION & HOME ECONOMICS

Homemaker
Dietician
Credit Manager
Home Economist
Nutritionist
Consumer Affairs Manager

HEALTH

Medical Technician
Practical Nurse
Audiologist
Veterinarian
Physical Therapist
Dental Hygienist

COMMUNICATION & MEDIA

Television Producer
Technical Writer
Graphic Artist
Cameraperson
Stage Hand
Disc Jockey

MARKETING & DISTRIBUTION

Market Researcher
Mail/Stockroom Clerk
Salesperson
Retail Store Manager
Statistical Typist
Newspaper Circulation Manager

CONSTRUCTION

Carpenter
Surveyor
Pipefitter
Stonemason
Draftsman
Architectural Engineer

FINE ARTS & HUMANITIES

Clothing Designer
Historian
Astronomer
Cartoonist
Playright
Opera Singer

Cluster #12: Marketing and Distribution
This cluster is made up of occupations that are involved with the preparation of goods and services, and the system that directs their flow from producer to consumer

Cluster #13: Personal Services
Personal improvements, care of a person and apparel and possessions, and care of physical appearance are the tasks undertaken by workers in this cluster.

Cluster #14: Public Service
Occupations in this cluster involve government work at the federal, county, and local level.

Cluster #15: Transportation
Transportation workers are involved with the movement of people and things by car, rail, truck, airplane, pipeline, and water.

Once a career cluster area has been identified, the user looks through that cluster following the method previously described. Similar to the alphabetical index, the cluster index offers the DOT number, the OCCU number, and the three-letter Holland typology.

IMPLEMENTATION

The Occupational Microfiche Library may be implemented in the local agency in many ways. The direct service needs are rather limited. The search process is rather self-directed, as is the reading of the microfiche. Assistance with the search process and using the microfiche reader may be offered by counselors, teachers, peer facilitators, or support staff.

Management of the aperture cards is something that should be directed by staff or peer facilitators. Being based on the alphabetical order of the cards in the library, it is essential that the integrity is maintained. A selected individual could be responsible for checking cards in and out for users, and be responsible for alphabetizing cards that are returned.

INTEREST AREAS

One way to look at jobs is by investigating the kinds of activities workers are involved in, most of the time. Three general categories have been identified that include most all work activities:

DATA.....work activities that involve working with ideas, numbers, and information.

PEOPLE...the amount of time workers relate with people and how much impact they have on the ways in which other people do their work.

THINGS...the amount of time the worker is found dealing with equipment and machinery in a job.

Very few jobs find workers performing tasks totally within just one of these interest areas. Usually all three areas, to varying degrees, are represented in a job. The activities of this section will help you to decide the degree of involvement you seek in each of these three areas.

DATA

Do you find activities that involve a great deal of thinking interesting? Is it enjoyable for you to figure out how things work? Do you like to create things? Are math and science school subjects in which you do, or did, well? If you respond "yes" to these questions, perhaps, the job you may do well in will have much involvement with data.

Written below are a group of statements representing varying degrees of involvement with data that you may desire in a work situation. Select the number that represents your response and write it in the DATA box on your work sheet.

1. A work setting in which I would make discoveries of new facts and ideas through original research.
2. A job where people would supply me with information that I will use to make decisions and then have others carry-out my orders.
3. I seek a job where I could be a fact and information gatherer. I would like to write reports for others who would then use my findings to make decisions.
4. An occupation with a basic involvement with data would suit me fine. Copying information or just making notes such as taking inventory or reporting how a machine is operating would be enough involvement.
5. A job in which I would have no involvement with data is what I seek.

PEOPLE

Would you rather be working on a project with a group of people, or do you like to work by yourself? Do you find people going about their daily business interesting? Do you like to share your thoughts and ideas with others? Do you like it when others come to talk with you? The responses you have to these questions could help you figure out how much involvement with people you may wish in a job.

Written below are four statements representing varying levels of involvement with people found in job settings. After reading through them select the one that best indicates the involvement with people you would like in a work setting. Place that number in the PEOPLE box of the work sheet.

1. I would like a job in which I have much interaction with people, and can influence their decision making.
2. An enjoyable job would be one in which I would be showing others how to perform tasks, or to help others learn.
3. I would like a job in which I talk to people much of the time. They would listen to me as I tried to persuade them to agree with my point of view, or I might even like to be an entertainer.
4. An interesting job for me is one where I can work by myself most of the time. The involvement with others I seek is just to get my instructions and directions and then work alone.

THINGS

Do you like to operate equipment and machinery? Do you enjoy physical work? Are you interested in motors and engines? People whose work has a high involvement with things use various parts of their bodies to operate machinery or use tools to accomplish work tasks.

Below you will find four statements that represent varying levels of involvement workers may have with things in a job. Select the number that accompanies the statement that best describes the involvement with things which you anticipate in a job. Write your number in the THINGS box on your work sheet.

1. I would like to work with precision machinery. I find such things as a computer or a machine lathe to be machines that I would like to understand and use in my work.
2. A job that would allow me to run machinery would be rewarding. I would like to drive a truck, operate heavy equipment, or something along that line.
3. The involvement I seek with things in my future job is to turn turn them on, watch them work, and then turn them off. I also would like to keep them in good running condition.
4. Almost no involvement with things would be ideal for me. Routine tasks such as lifting or handling materials, or even just using hand tools on occasion is what I would seek in a job.

COMPETENCY AREA: CAREER DECISION-MAKING

SPECIFIC COMPETENCY:

LABOR MARKET INFORMATION

Client is able to:

-- Describe the current local labor market.

-- Identify growth/demand occupations.

-- Discuss the characteristics of the three occupations.

-- Relate the specific career choices to the local/regional labor market.

Examples of Activities for Labor Market Information

1. Describe the Labor Market and Local Labor Force to a visiting person from another country.

   Have one student pretend that he/she is a visiting diplomat from a specific country. Try to describe the labor force in such a way that this foreigner could understand you. Be very specific, but tell humorous stories to the diplomat about the labor force in the area so that he/she can bring back stories to his/her country.

2. Who Works for Whom?

List the names of employers for ten (10) people that you know. Have each class member do this, and then compare the results with the class. Are there any similarities? Did you identify the five (5) major employers in the area? If not, who are they anyway?

Employer 1: _____

2: _____

3: _____

4: _____

5: _____

3. Be a Job Detective.

Jobs in certain areas change according to what people in our society buy or what services they need. See if you can discover which occupations might grow in the next ten (10) years. Clues for job detectives to look for might be:

a. Recent expansion of the business -- addition to plant, factory, or lots of advertising.

b. Friends saying, "Have you heard about or bought a .....?....."

c. Some specific item presented in a futuristic movie that may go into manufacture soon.

d. Someone saying, "Why doesn't someone invent ....."

e. Monies invested in that particular firm's stock.

f. Others?

4. Do you Know your Statistics?

After you have been a detective, see if you can interview members in your class to see if they fit the qualifications for any of those growth occupations.

a. Does the person you are interviewing have the entry level skills?

b. Would they relate to the working conditions?

c. What wages and benefits will they want?

Then list the three (3) characteristics for each of the three (3) occupations that you identified as a job detective.

5. Interview an Employee who is in your Given Occupation.

   a. Use an excerpt from Studs Terkel's book, Working.

   b. Have students prepare a list of questions for the actual interview, and schedule it.

   c. Can use a tape recorder if the student gets permission and there is one that is accessible.

   d. What did the employee like or dislike about the job?

   e. Identify two (2) other places locally where that person could work if she/he got laid off tomorrow.

   f. Did you see yourself working at that occupation after you talked with the employee? If not, why?

OCCUPATIONAL INFORMATION INVENTORY

List the names of three (3) occupations you think you would most like to do (You may want to include jobs you have done in the past or are now doing).

1. _____
2. _____
3. _____

FOR OCCUPATION 1:

1. Occupation Activities

   Generally, what does a person in this occupation do? (i.e., what is the nature of the work?)

   _____

   _____

   _____

   List three specific examples of tasks performed in this occupation.

   1. _____
   2. _____
   3. _____

2. Occupational Characteristics and Requirements

   Check below each characteristic that is true for the occupation you have selected.

_____ Requires problem solving	_____ A lot of public contact
_____ Uses tools, machinery	_____ Part-time
_____ Requires instructing others	_____ Able to see results
_____ Does the same thing over and over	_____ Can be creative
_____ Hazardous	_____ Influences others
_____ Outdoors	_____ Competition on the job
_____ Hard physical work	_____ Works as part of a team
_____ Cannot move around much	_____ Jobs widely scattered
_____ Precision	_____ On your own
_____ Requires work with detail	

3. Preparation for Work

What kind of training or education do you think most people need for this occupation?

	Yes	No
A high school diploma or G.E.D.?	_____	_____
A two-year technical or college degree?	_____	_____
A four-year college degree?	_____	_____
On-the-job training?	_____	_____
No training?	_____	_____

4. Advancement

What are two possibilities for advancement to other occupations from this occupation?

_____

_____

5. Related Occupations

Name two other occupations where the work is similar to the occupation you chose.

_____

_____

6. Industry

List four types of industries or firms which hire people in the type of occupation you chose.

_____

_____

_____

_____

7. Employment Opportunities

Is this occupation "in demand" in your local area?

_____ Yes _____ No _____ I don't know

Is this occupation "in demand" nationally or in other specific localities?

_____ Yes _____ No _____ I don't know

What is the future outlook for employment in this occupation?

_____

_____

_____

8. Earnings

About how much money does a person make who is just starting in this kind of job? _____

About how much money does a well-experienced person make in this kind of job? _____

What are the local wages for this job? _____

9. Labor Market Characterization

Where would you expect to most easily find employment in this occupation?

_____ Any large city _____ A particular city

_____ Any town _____ A particular part of the country

_____ A rural area _____ Anywhere

10. Interest

Briefly state why you are interested in this occupation.

_____

_____

_____

_____

FOR OCCUPATION 2:

1. Occupation Activities

Generally, what does a person in this occupation do? (i.e., what is the nature of the work?)

_____

_____

List three specific examples of tasks performed in this occupation.

_____

_____

_____

2. Occupational Characteristics and Requirements

Check below each characteristic that is true for the occupation you have selected.

_____ Requires problem solving
_____ Uses tools, machinery
_____ Requires instructing others
_____ Does the same thing over and over
_____ Hazardous
_____ Outdoors
_____ Hard physical work
_____ Cannot move around much
_____ Precision
_____ Requires work with detail
_____ A lot of public contact
_____ Part-time
_____ Able to see results
_____ Can be creative
_____ Influences others
_____ Competition on the job
_____ Works as part of a team
_____ Jobs widely scattered
_____ On your own

3. Preparation for Work

What kind of training or education do you think most people need for this occupation?

	Yes	No
A high school diploma or G.E.D.?	_____	_____
A two-year technical or college degree?	_____	_____
A four-year college degree?	_____	_____
On-the-job training?	_____	_____
No training?	_____	_____

4. Advancement

What are two possibilities for advancement to other occupations from this occupation?

_____

_____

5. Related Occupations

Name two other occupations where the work is similar to the occupation you chose.

_____

_____

6. Industry

List four types of industries or firms which hire people in the type of occupation you chose.

_____

_____

_____

_____

7. Employment Opportunities

Is this occupation "in demand" in your local area?

_____ Yes _____ No _____ I don't know

Is this occupation "in demand" nationally or in other specific localities?

_____ Yes _____ No _____ I don't know

What is the future outlook for employment in this occupation?

_____

_____

_____

_____

8. Earnings

About how much money does a person make who is just starting in this kind of job? _____

About how much money does a well-experienced person make in this kind of job? _____

What are the local wages for this job? _____

9. Labor Market Characterization

Where would you expect to most easily find employment in this occupation?

_____ Any large city

_____ Any town

_____ A rural area

_____ A particular city

_____ A particular part of the country

_____ Anywhere

10. Interest

Briefly state why you are interested in this occupation.

_____

_____

_____

_____

_____

COMPETENCY AREA: CAREER-DECISION MAKING

SPECIFIC COMPETENCY:

CAREER CHOICE

Client is able to:

-- Select an appropriate career goal.

-- Identify abilities used in that career that can be transferred to other careers.

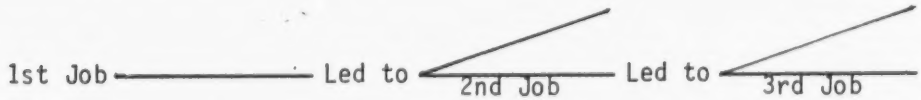
-- Formulate a reasonable plan for achieving that career goal.

-- Make a realistic career choice.

Example of Activities for Career Choice

1. Interview a person who is successful doing a job that you are interested in as a career. Ask that person why that career was good for him/her? Why did he/she choose that career anyway? What steps did he/she go through in order to choose that career? How many other jobs did he/she have first?

2. Describe the life pattern of the person who you interviewed above. What was the first job, the job after that and so on? Is there a pattern that emerges when you look at it on paper? Was there any one job or series of jobs that the person would have had to do in order to be in the position now?



3. Write your own obituary based on some of the formats in the newspaper. Describe all your careers throughout your life and pretend that you are well known and at least 75 before you die. What kinds of skills transferred from one career to another? Are there some unlikely paths? Are there some fixed careers?

4. How not to be a _____: See if you can write the most imaginative portrayal of how not to become whatever occupation you are most interested in. Are there reasons why people "get stuck" in one slot or career against their wills? What are some of the reasons for that?

5. Identify some "Fixed Careers" - Those that can't lead to any other or require very special skills for just that job. How many can you come up with? What are some of the advantages or disadvantages to a fixed career?

HOW BIG IS YOUR CAREER BUG?

My abilities:

_____

_____

_____

_____

_____

My interests:

_____

_____

_____

_____

_____

Skills from this career I can use elsewhere:

_____

_____

_____

_____

_____

Resources that I need:

_____

_____

_____

_____

_____

Constraints:

_____

_____

_____

_____

_____

Your Television Interview

It is five years from now and you are working at your chosen career. Not only are you working productively at your career, but you are also well known and being interviewed for television or a newspaper article. Your interviewer asks you the following questions?

1) Looking back how did you get from where you were to where you are now?

2) Was it hard?

3) What problems did you encounter? (Be very specific here.)

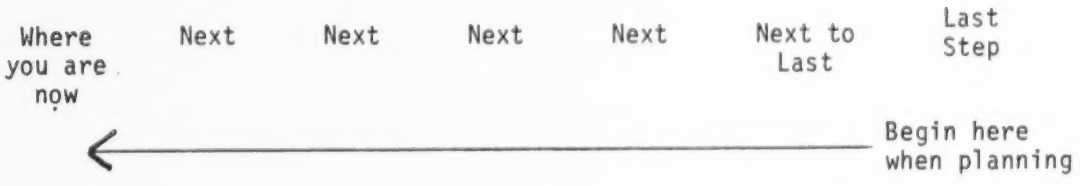
4) Did your view of yourself and your life change? How is it different now?

5) What would you advise others who want to choose this career and do what you have done?

Write up a newspaper article about yourself as a well known person in that career. Save your list of problems to work on in the next activity.

LET'S DO A LITTLE PLANNING - AND THEN SOME MORE!

Using the problems list from your interview activity, choose a "planner consultant" from the class members. Let your classmate take notes and help you think out your planning process, and then you do the same for him/her. Very quickly describe a five-year plan and let your planner consultant write it down. Then dictate a more detailed year plan. Using the last step in that year plan, go backwards and write out every major step until you reach where you are. Like this:

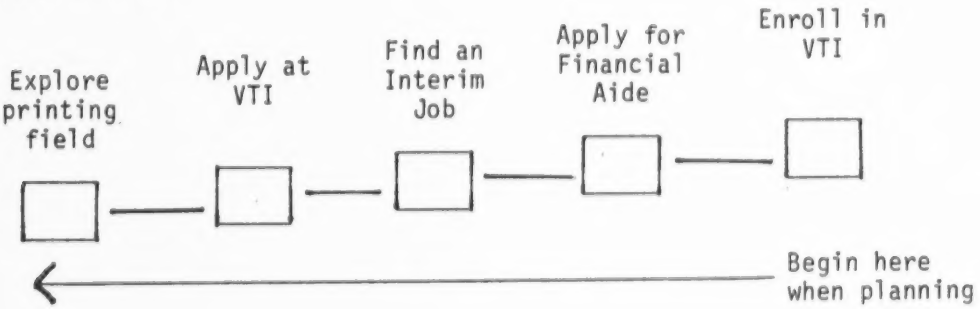


Then do the same thing for a month's plan of action.

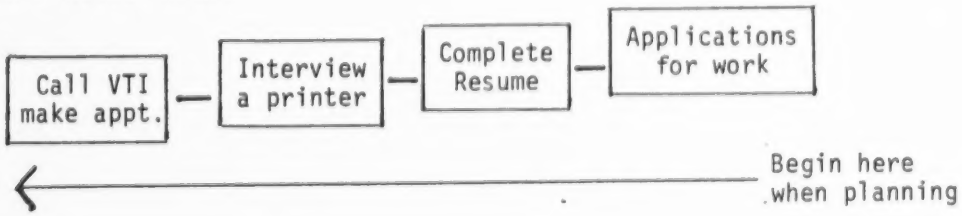
Here is an example:

My five-year plan: Become a printer; find an interim job; study printing; and find a job as a printer.

One-year plan:



One Month's Action Plan:



JOB NEEDS CHECKLIST

1. The minimum salary for which I could work and make ends meet is: $_____.

2. I must work within walking distance of my house____; a short driving distance____; a longer driving distance____; near public transportation____.

3. I cannot relocate____; I can move to another city in my state____; I can move to another state to get a job_____.

4. I must work between the hours of ____and ____. I can only work on the following days: Monday____, Tuesday____, Wednesday____, Thursday____, Friday____, Saturday____, Sunday_____.

5. I am free to work nights: occasionally____, frequently____, never_____.

6. I can be away from home overnight: never____, occasionally_____, frequently_____.

7. If I must travel I have a car available: never_____, occasionally_____, frequently_____.

8. I need a job which is guaranteed to last for at least: one month____, six months____, one year____, more than one year_____.

9. I am more interested in: the amount of money I make____; the excitement of my work____; the promotion potential of the job_____.

10. I must have a guaranteed monthly income____. I can work on commission_____.

11. I do my best work: morning_____, evening_____, afternoon_____, anytime_____.

12. I am happiest when I am working: indoors_____, outdoors_____, a little of both_____. I want to work: in the city_____, in a small town_____. Most of the time I like it when it is: quiet_____, noisy_____, busy_____, slow_____. I like a workplace that is: tightly organized_____, loosely organized_____. I like to work with and around people_____, by myself_____, it really does not matter_____.

13. I enjoy working under conditions where there is: little or no pressure_____, pressure exists most of the time_____, somewhere in between the two_____.

14. I enjoy doing: routine tasks_____, something different much of the time_____. I enjoy: giving directions_____, taking directions_____; being self-employed_____, being an employee_____. I enjoy working for: a large company or chain_____, a small business or organization_____.

15. I like to do things at: a fast pace_____, at a slow pace_____. I like to do: careful, precise work_____, work that can be done casually_____. I like a schedule and a job that is: rigid_____, flexible_____. I would consider myself: self-disciplined_____, carefree_____.

16. When trying to figure something out I depend on: my feelings_____, my intellect and reason_____. I remember things best after I have: seen them done_____, heard them described_____, or done them for myself_____. I consider myself mainly: a reader_____, a listener_____, a talker_____. I feel most comfortable around: children_____, old people_____, people my own age_____, men_____, women_____, animals_____.

DECISION MAKING

DEFINITION:

Decision making can be defined as a process in which a person selects from two or more possible choices. A decision does not exist unless there is more than one course of action, alternatives, or possibility to consider. If a choice exists, the process of deciding may be utilized.

Major requirements of skillful decision making are:

I. Examination and recognition of personal values

A. Value definition: A belief or behavior

1. you prize
2. you are publicly willing to affirm
3. you choose from alternatives
4. you choose after consideration of consequences
5. you choose freely
6. you act on belief
7. you act consistently.

II. Knowledge and use of adequate, relevant information

III. Knowledge and use of an effective strategy for converting this information into an action.

Steps in Decision Making:

All decisions (personal, social, educational and vocational) involve a sequence of steps that should be followed in the process of arriving at a reasonable solution.

1. Clearly state the <u>decision</u> to be made (know what you want).
2. Gather pertinent information (information about yourself and on all alternatives).
3. List all possible alternatives (actions you can take).
4. List possible <u>outcomes</u> of each alternative (the results of actions you might take).
5. Consider the probability of each outcome (chance of result occurring).
6. Consider the <u>desirability</u> of each outcome (values, what you want to happen).
7. List risks associated with each outcome (compromise between probability and desirability).
8. <u>Rank</u> each alternative.

Steps	Example
1. Clearly state the <u>decision</u> to be made (know what you want).	1. As a senior you have failed 2 courses, consequently will not graduate with class unless you give up part-time job and take 2 credits of evening work.
2. Gather pertinent <u>information</u>.	2. Need money from part-time job to make payments on car. Have capacity to do well in the courses. Course will be offered 1st quarter next year. Etc.
3. List all <u>alternatives</u>. (Label a, b, c . . .)	3. a. Repeat work next year. b. Take evening courses now. c. Drop out now. d. - - - - - - -
4. List possible <u>outcomes</u> of each alternative.	4. a. (1) Will not graduate. (2) Will keep his car. (3) Will not be able to hold full-time job next year. b. (1) Will graduate. (2) May lose car. c. (1) Will not graduate (2) Lower probability of full-time job (3) May keep car.
5. Consider the <u>probability</u> of each outcome.	5. a. (1) Definite (2) Highly probable (3) Indefinite b. (1) Highly probable (2) Possible c. (1) Definite (2) Possible (3) Probable
6. Consider the <u>desirability</u> of each outcome (Good-Fair-Bad).	6. a. Fair b. Good c. Bad
7. List <u>risks</u> associated with each outcome.	7. a. Peer rejection, effect availability for work, etc. b. May not pass class, may lose car. c. Peer rejection, parental disappointment, future unemployment.
8. <u>Rank</u> each alternative.	8. a. 2 b. 1 c. 3

Decision-Making Strategies

A strategy is a *plan of action*; strategy is sometimes called the science of planning. A decision-making strategy is the putting together of all the steps into a choice; it is the culminating act of the decision-maker.

Since all important decisions probably involve some risk or some uncertainty, how will the decision-maker finally choose in the face of these unknowns? The four most common *risk-taking strategies* are as follows:

Wish strategy	Choice of the alternative that *could* lead to the most desirable result, regardless of risk.
Escape strategy	Choice of the alternative that is most likely to avoid the worst possible result.
Safe strategy	Choice of the alternative that is most likely to bring success; has highest probability.
Combination strategy	Choice of the alternative that has both high probability and high desirability (multiply probability times desirability).

GUIDELINES FOR GOAL-SETTING

"If you don't know what you want, you probably will never get it."

Goals are important for giving direction to your energy. They can give your life purpose, direction, and provide something to look forward to. You may feel that goals are limiting, on the contrary, however, once you have set a plan or goal, then you can examine the options and change your plan if necessary. Without a goal, you may remain free-floating with no end in sight, probably blind to opportunities as they pass you by. Setting a goal can activate momentum towards a long-range outcome you may desire. It gets things moving.

Any goal must be:

1) relevant and meaningful to you. It must contain qualities that are essential to you -- your values, interests, strengths, and weaknesses. It must reinforce your idea of success and what you must have to make you happy.

   Consider "what do I want, what the resources in my world are to work with and how can I put them together to get what I want?"

2) realistic. If a goal is unattainable, it can be self-defeating and frustrating. If the goal is real, then you can make the everyday choices that will lead towards your goal.

3) specific. It would be too vague to say "I want to be happy." By being more specific -- "I want to be good at decorating, that would make me happy" -- you can break your goal down into small steps.

4) manageable. Working with a manageable goal allows flexibility. If one step doesn't work, it is easy enough to try another alternative. You can begin to determine how you want to spend your time, and what short term objectives are necessary to reach your long-range goal.

Goal-setting offers a disciplined, creative approach to life. Yes it can create a tension, but this tension can bring out our finest resources and can quicken our minds in response.

To help you determine meaningful goals for yourself, complete the following:

Guidelines for Goal-Setting

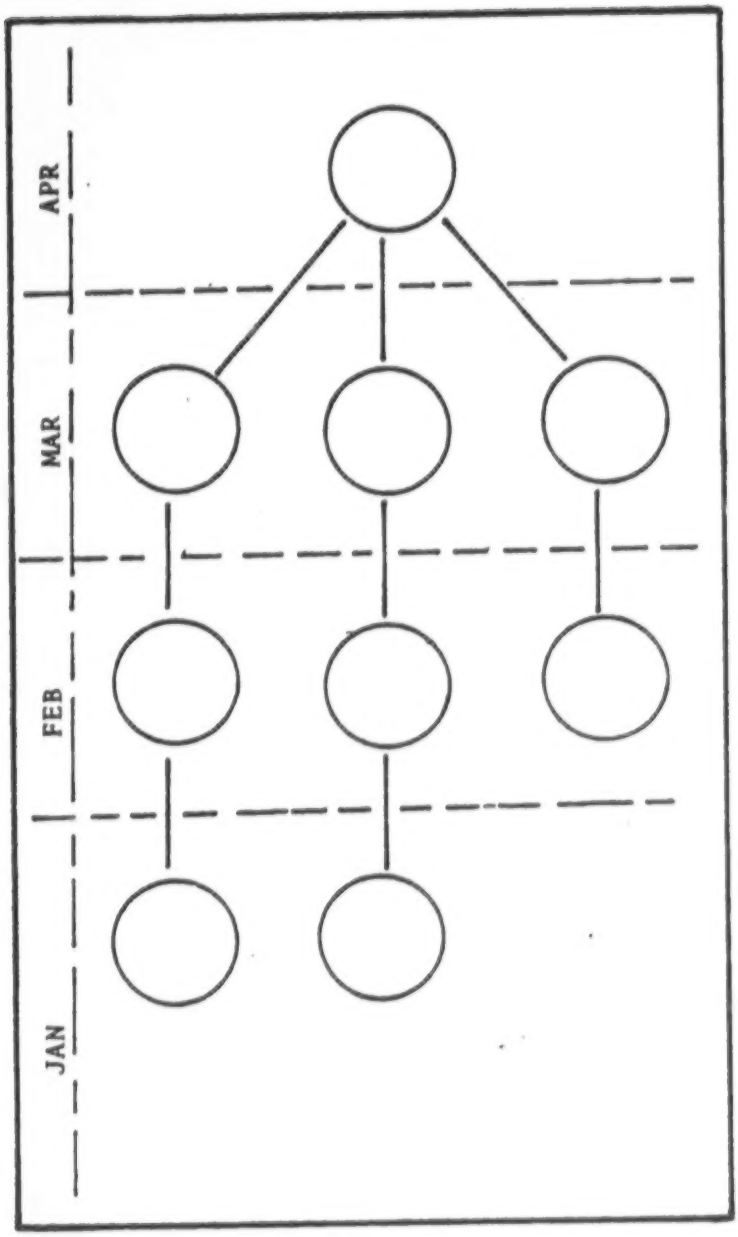
What you'd like to happen in five years.

List here things you would like to learn to do, satisfying activities you'd like to be involved in, and things you want to strive toward during the next five years. Keeping your values in mind, think in terms of occupation, leisure time, family, education, etc.

What you'd like to happen in one year.

List here things you would like to learn to do, activities you'd like to be involved in, and things you want to strive toward during the next year. Some of these may be duplications of your first list.

You can now take this information and convert it into a statement of a goal or goals that you'd like to accomplish. The following "flow-chart" will help you in "back-planning" i.e. planning specific steps you can take toward reaching your goal.


APR
MAR
FEB
JAN

DO YOU KNOW WHERE YOU'RE GOING ?

Answer this special questionaire to find out how much you really know about the job or career you may be working in for the next 25 - 50 years. The questions are tough! The results may be startling! But if you dare to do some self-analysis it can be fun.

Read the underlined question and then answer the 18 statements listed below. Indicate on a scale of 1 (never) to 4 (frequently) how often you have had each experience during the past 12 months.

In relation to a job or career you might like to enter (_____ (name of job or career)), how frequently during the past 12 months have you:

		NEVER	ONCE	SEVERAL TIMES	MANY TIMES
1.	Talked about the job or career with relatives or friends.	1	2	3	4
2.	Talked about the job or career with persons employed in that career field.	1	2	3	4
3.	Talked aobut the job or career with counselors or instructors.	1	2	3	4
4.	Read materials about the job or career.	1	2	3	4
5.	Observed activities in the job or career.	1	2	3	4
6.	Tried out activities related to the job or career.	1	2	3	4
7.	Worked in this job or career field.	1	2	3	4
8.	Thought about racial, sex, or other biases that may exist in the job or career field.	1	2	3	4
9.	Thought about the steps necessary to prepare for the job or career.	1	2	3	4
10.	Inquire into the range of pay for the job or career.	1	2	3	4
11.	Inquired into the level of schooling or type of training required to enter the job or career.	1	2	3	4
12.	Thought about how to apply the training program or educational program to the job or career field.	1	2	3	4

	NEVER	ONCE	SEVERAL TIMES	MANY TIMES
13. Asked about the employment demand for people in this job or career.	1	2	3	4
14. Thought about the lifestyle you would have with this job or career (for example, the amount of money, working conditions, kind of friends).	1	2	3	4
15. Thought about how well the job or career matches your interests and abilities.	1	2	3	4
16. Thought about where you live and whether or not this job or career is available there.	1	2	3	4
17. Thought about the kind of transportation you will use to get to this job or career.	1	2	3	4
18. Thought about whether or not this job will be available in five or ten years.	1	2	3	4

++++++

COMPETENCY AREA:

LIFE/WORK MANAGEMENT

Does the client have the ability to solve "personal" problems that infringe on working?

Specific Competencies:

-- Managing Personal Responsibility

-- Problem Solving/Coping

COMPETENCY AREA: LIFE/WORK MANAGEMENT

SPECIFIC COMPETENCY:

MANAGING PERSONAL RESPONSIBILITY

Client is able to:

-- Provide reliable transportation.

-- Provide adequate child care.

-- Provide basic needs such as food, shelter, clothing.

-- Use adequate consumer skills and manage money.

-- Be committed to freedom from substance abuse.

-- Be physically able to work.

Journal for Managing Personal Responsibility

Give each client a journal or a diary and ask that they make daily notes on how well their money management, child care, transportation and basic needs are coming. If they also need to make reference to freedom from drug or substance abuse, then this would be the place to do so. This should be a reality based journal with real feelings expressed. It is all right to complain, fail or forget to do an item, but that should be described in the journal. Entries in the journal should be made on a regular basis. With additional entries, the journal becomes reinforcing in itself and provides a written record for the client to check progress.

Example 1: Today I bought groceries for $20.80, but I blew $3.00 on magazines. My ride forgot to pick me up today, and I was late. I really need more clothes, but I don't have the money, and shopping makes me feel horrible, especially when my friends buy what they want.

Example 2: I had trouble with the landlord today. He would not fix the toilet and the shower. I have asked him twice now, and he says I have to pay my rent anyway. I am looking for places to move, but it costs a lot. I am over budget this week again. The new babysitter seems to hit my daughter a lot, and that bothers me.

Example 3: I hate writing these journals, but I do it anyway. They make me feel depressed. I drank too much last night, but was able to finish my work on time anyway. Walking is my form of transportation, and it is reliable but cold this time of year. I have decided to try to get some clothing for winter at the church.

The journal can be used with other competency areas, but it is best used describing the "real world." It can be used with the Work Maturity Competencies and as a daily log on a work placement.

Examples of Activities for Managing Personal Responsibility

1. Prepare a budget using the amount of money you have available now. Now prepare a budget as if you were working in your new occupation with that salary and the benefits. Are there any differences?

2. Make a list of your basic needs -- things you could not live without. If you moved to another country, how would you go about finding these needs? What are some ways in this country that people can get help finding their basic needs?

3. Have a guest speaker come in and talk about how alcohol or drugs can interfere with work and how you would identify warning signs. What advice would you give to your brother or sister if he/she were letting substance abuse affect his/her life?

RULES FOR SUCCESSFUL MONEY MANAGEMENT

1. A spending plan does not prevent you from getting what you want; it helps you get what you want. It does not take time; it saves time.

2. Arrange a system for handling money and make certain that everyone in the family understands the system.

3. Make your own spending plan - suited to your own income, your own needs, your own wishes. Don't try to follow others ... Your own spending plan is the only one that will help you.

4. Decide what your family's most important goals are. Your money should be spent for those things which mean most to your family's welfare and happiness, and not wasted on things which mean least to you and your family.

5. Plan ahead for the whole year ... only in this way can you have a true picture of where you are going and how well you are doing.

6. Include all your income and all your expenses. Plan according to what your income is now, not what you expect it to be.

7. Bring all of the family into the plan. If every family member understands the family goals, they will work harder for them and your plan will stand a better chance of success. It is important that any major purchase first be discussed and mutually agreed upon.

8. Pay yourself first by trying to save 10% of your income. If you can't manage 10% right away, try to save a smaller amount, but do so regularly.

9. If, at the beginning, you fail at times to stick to your budget plan, don't throw up your hands, stay with it. You will succeed if you are determined to succeed.

10. Review your plan once a month. Hold family councils on it; let everyone in the family know where it has been successful and where it has not been successful. Make each one in the family responsible for some part of the success of the plan.

11. Make up your mind to stick to the plan, but don't be afraid to alter it if you see that it can be improved.

YOU MAY BE HEADED FOR TROUBLE IF--

-Bills you used to pay on time are put off for another month or so

-You're constantly shuffling funds about, using cash you had set aside for other purposes such as an upcoming tax bill, or a fund for a new refrigerator or couch.

-You have less than two-three months take home pay ready in a savings account for emergencies.

-You're borrowing to pay for items you used to buy with cash.

-You're taking out new loans to pay old ones, or extending old loans to lower monthly payments.

-Your monthly installment debts (revolving charge accounts and personal loans, but not your home mortgage) exceed 20 percent of your take-home pay.

-You consistently pay only the minimum amount due each month on your charge accounts.

-You receive a lot of overdue payment notices.

-You depend upon extra income to make ends meet.

-You're unable to save for long-term goals

-You're unable to save for upcoming needs such as replacing major appliances.

-You're not at all sure how much you owe.

-You're arguing frequently about money.

Take a close look at your situation when you spot any of the above happenings. Financial problems usually develop slowly and subtly. Don't wait for several bad signs before you act.

BUDGETING

budget. A plan for using the money you have to achieve the goals you set.

Defining *budget*

Determining your feelings about budgeting

Most people have opinions about budgets, whether they know what budgets are or not. Statements by four people follow. Check the boxes before those statements with which you agree. Do this quickly and without much thought. Let your answers reveal your deeper feelings about the idea of budgeting.

Minnie Lamazutski

☐ *A budget for me? That's a joke. I don't have enough money to need a budget. As it is I spend every cent I get on things I have to have. I hardly even get to go to a movie.*

Barton Strap

☐ *There are certain things that I have to pay for every month. I budget so I'll be sure I have enough to pay for those things.*

☐ *I also budget so I'll be able to save for the future.*

Angelina Fu

☐ *I've been thinking about it lately and I've decided I'm going to start budgeting. I'm going to start going without everything I can possibly go without. Even things I really want. That means I'm going to be a super-budgeter.*

☐ *The books just say you may have to go without some things so you can get other things you want.*

Herb Squash

☐ *Having a budget is like wearing pants that are too tight. I like to move. I like to be free. I can't plan a budget. Things like that just hold me back.*

Understanding the purpose of a budget

The purpose of a budget should not be to hold you back but to help you live the way you want to live and to move in directions you want to move. Would Herb benefit from a budget? Is there such a thing as a budget for a person who thinks as he does? Perhaps the central question is this: Would a budget help Herb live more successfully in his chosen style? Before trying to answer, we should look at the way Herb lives now. More specifically, we should study the way he uses money to express his values and reach his goals.

Like everyone else, Herb is a complicated person. For our purposes here, however, we will assume that we can understand Herb's spending in the light of just two goals:

- to have a good time;
- to save some money for community college the next fall.

MONDAY

Herb goes to his job as a cashier in his uncle's restaurant. Monday is pay day—just in time, for Herb is flat broke. He takes home $40.00. That evening he and his friend Olga go dancing. On the way, he puts $2.00 worth of gas into his mother's car. His share of the date comes to $6.00.

TUESDAY

Herb sleeps late and stops off at The Haven, a fast-foods restaurant, to eat breakfast ($1.30), even though he could eat at home for free. He usually finds some of his friends there. They talk for a few minutes before he runs off to work. That evening Herb goes to a movie with his next door neighbor ($2.50). On the way home they stop for a snack ($1.00).

WEDNESDAY

Again Herb stops at The Haven for breakfast ($1.30). He's earlier today, though. He has time to shop for a shirt ($7.00) and a belt ($2.50) before he goes to work. He wears his new clothes that evening when he and Olga go dancing ($6.50).

THURSDAY

It's The Haven for breakfast once more ($1.30). On the way Herb again stops for gas ($2.00). That evening he buys a paperback book ($1.60). He stays home and reads.

FRIDAY

Still Herb is not in the mood to fix his own breakfast. He eats at The Haven ($1.30) on his way to work. That evening he and his sister go out for a snack ($2.00).

SATURDAY

Olga calls him up and asks him if he would like to go dancing. Herb says yes, but then counts his money. He has less than a dollar—and the car needs gas. Once again, he will have to talk the gas station attendant into selling him $.50 worth. He stays home that evening and all of Sunday.

Preparing an effective budget (1)

It may be, then, that Herb is held back by the lack of a budget. Would he be better able to reach his goals if he had a financial plan? The only way he could know for sure would be by establishing a budget and following it. As a first step in that direction, he might figure out how he spends his money in an average week. He might keep a record of his income and expenses.

Here we will assume that Herb's spending for the week discussed above is typical. Reread that account, inserting each described expense on an appropriate line of the record form on the next page.

Weekly income: $_____

Weekly expenses:

FOOD

item cost

$

+

$

Add the expenses in each category.

TRANSPORTATION

item cost

$

+

CLOTHING AND GROOMING

item cost

$

+

RECREATION

item cost

$

+

SAVINGS

item cost

$

+

MISCELLANEOUS

item cost

$

+

TOTAL WEEKLY EXPENSES

On the first line of the miscellaneous section, insert any expenses that do not fit in other categories. Then, add all the itemized costs and subtract the total from the weekly income. If there is anything left over, insert it on the second line.

Put yourself in Herb's position. Where would you reduce your spending so that you would have more money for recreation and some money for savings? Make any changes in the available space on Herb's financial record. Examine the record and the account of Herb's typical week before making any decisions. Then figure out the new totals for each expense category. This will be Herb's weekly budget as you see it.

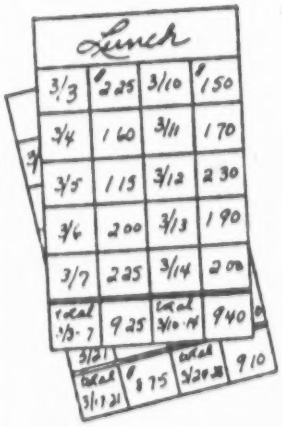
Preparing an effective budget (2)

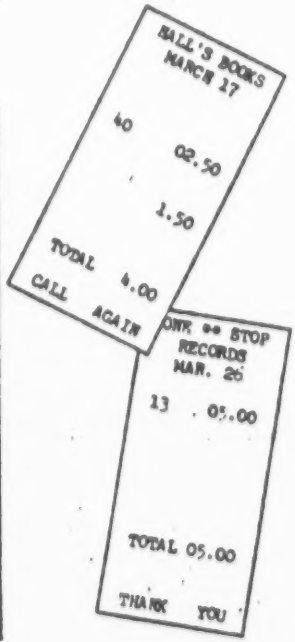
Barton Strap's financial situation is more complicated than Herb's. Barton has moved out of his parents' house and into an apartment, which he shares with a friend. He works full time and supports himself completely. At the moment his main financial goal is to use the money he has to enjoy his new freedom. He also puts something in his savings account each month, in case of an emergency.

Barton tries to keep to a monthly budget. As part of this attempt, he keeps a record of his expenses. Below are his check register, notes, and receipts for one month. Transfer the figures to the appropriate column on the next page.

CHECKS ISSUED TO OR DESCRIPTION OF DEPOSIT	AMOUNT OF CHECK	
Clue Food Stores groceries	20	00
Loman Real Estate rent	90	00
Economy Savings Bank savings acct. deposit	25	00
Cash personal expenses	40	00
B+H Department Store new sink	85	00
Clue Food Stores groceries	18	00
De Bella's Cleaners shirts and dry cleaning	10	00
Minkey Drugs aspirins and vitamins	3	00
cash personal expenses	49	50
Clue Food Stores groceries	17	50
cash personal expenses	45	00
The New Look new shirt	7	00
Clue Food Stores groceries	18	00
De Bella's Cleaners laundered shirts	4	00

This is for expenses like lunch and transportation, which Barton will pay with cash.





Dates to Remember

3/7	The Cellar Door - concert - The Tinys	$6.00
3/8	Bowling with Adam	3.00
3/15	Movie - Tasha - meet 8:00 at the Lincoln	3.00
3/16	2:00 - Hockey - Blayers ticket at box office	4.00
3/22	Movie - Tasha - meet 7:30 in front of Minsky's Drug Store	5.00

FOOD	CLOTHING AND GROOMING	RECREATION	MEDICAL CARE
			+
			SAVINGS
+	+	+	RENT

Insert these totals in the appropriate lines in the second row of the chart on the next page.

Barton has based his budget on his average monthly expenses over three months. Using such an average is more realistic than using the expenses for just one month, because a single month may not be typical of your spending habits.

Complete Barton's chart by adding the figures in each row and dividing each total by three to find the average monthly amount spent in each category. Then transfer these averages to the appropriate spots along the second row of the chart on the next page.

Many budgets will contain some fixed expenses—expenses that can be expected to remain constant from period to period.

In almost all budgets there are flexible expenses—expenses that you can control and vary to some degree.

MONTHLY TAKE-HOME PAY: $400.00				
MONTHLY EXPENSES				
	March	April	May	Average
Rent		$ 90.00	$ 90.00	
Health Insurance	—	$ 50.00	—	$ 16.67
Savings		25.00	25.00	
Food		105.00	115.00	
Clothing and Grooming		5.00	21.00	
Transportation	28.00	27.00	32.00	29.00
Medical Care		31.00	5.00	
Recreation		24.00	30.00	
Miscellaneous	20.00	26.00	20.00	
Total		$383.00	$338.00	

Even with a budget Barton cannot account for every cent he spends. He allows for this by having a miscellaneous category in his budget. He will not want to let this category grow too large.

The total for March will be more than the $400.00 Barton takes home for that month. He can overspend occasionally, because he has extra money in his checking account.

Use this space for calculations.

Transportation.

$$\begin{array}{r} 28.00 \\ 27.00 \\ 32.00 \\ \hline 87.00 \end{array}$$

$$3\overline{)87.00} \quad 29.00$$

Barton knows that a budget is a plan, not a straitjacket; he knows that he will not keep his budget to the penny every month. Still, he takes care to see that, in the long run, he spends no more than he planned in each category. He does this in the following way: If he spends too much in a category one month, he subtracts the amount he overspent from his next month's allowance in that category. If he spends less than he allowed himself, he adds the extra money on. In the chart below, take these steps for Barton.

June Expenditures:
food: $95.00
Clothing and grooming: $35.00
transportation: $32.00
medical care: $24.00
recreation: $31.00
miscellaneous: $18.00

* Enter figures from the right-hand column of the chart on the last page.

Barton follows this procedure only for flexible expenses. He knows fixed expenses will remain the same.

		FOOD	CLOTHING AND GROOMING	TRANSPORTATION	MEDICAL CARE	RECREATION	MISCELLANEOUS
June	Amount Spent	$	$	$32.00	$	$	$
	*Amount Budgeted			29.00			
Amount Overspent (subtract from amt. budgeted)		–	–	– 3.00	–	–	–
Amount Underspent (add to amt. budgeted)		+	+	+	+	+	+
July	Amt. Budgeted (sum or difference)	$	$	$26.00	$	$	$

There are some expenses that Barton cannot control. If medical care continues to run high, he may have to revise his budget.

Barton and Herb are both one year out of high school. Each now has a budget that suits his values and goals, as well as his temperament. When you are a year out of high school, will your position be like that of either Barton or Herb? Would either of their budgets be right for you? You may not have a firm answer to either of these questions now, but you should be thinking about them. Your skill at managing your money will influence your success at living your chosen lifestyle.

NEEDS IDENTIFICATION INFORMATION

During a major life transition, several stages present themselves through which a woman needs to move if she is to pass from dependency to independency.

These steps are:

1) grief over loss of past security and economic and emotional support

2) awareness and identification of new "needs" (economic, etc.) and demands

3) attention to immediate and/or survival needs

4) more thoughtful and complete assessment of present situation and resultant needs

5) strengthening self-confidence

6) search for and review of options available to meet needs

7) development of a "course of action"

8) acquisition of resources (tangible and intangible) needed to implement plan

9) implementation of "plan"

These steps are not mutually exclusive of one another and are not essentially sequential, but do provide a path by which a woman can move forward to self-sufficiency.

BASIC HUMAN RIGHTS

. . . Right to refuse requests without having to feel guilty or selfish.

. . . Right to feel and express anger.

. . . Right to feel and express a healthy competitiveness and achievement drive.

. . . Right to strive for self-actualization through whatever ethical channels one's talents and interests find natural.

. . . Right to use one's judgment in deciding which needs are the most important for one to meet.

. . . Right to make mistakes.

. . . Right to have one's opinions given the same respect and consideration that other people's opinions are given.

. . . Right to be treated as a capable human adult and not to be patronized.

. . . Right to have one's needs be as important as the needs of other people.

. . . Right to be independent.

. . . Right to be spontaneous.

. . . Right to change.

Patricia Jakubowski-Spector, Self-assertive training procedures for women.

COMPETENCY AREA: LIFE/WORK MANAGEMENT

SPECIFIC COMPETENCY:

PROBLEM SOLVING/COPING

Client is able to:

-- Identify a problem.

-- Analyze the problem.

-- Develop alternative solutions.

-- Choose a course of action.

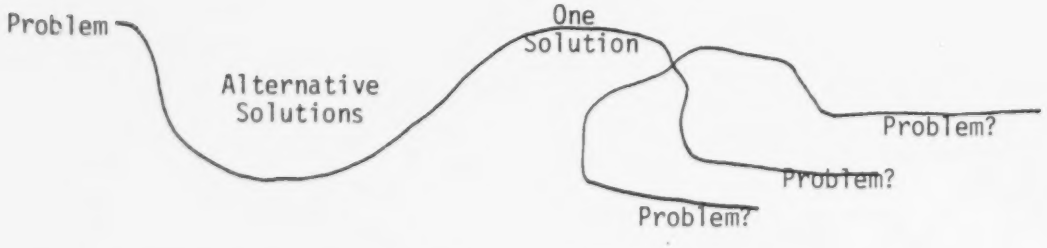
-- Persevere through obstacles.

Examples of Activities for Problem Solving/Coping

1. Divide the class up into groups or, if they are a small class, let them work together. Tell them that they have to decide as a group how to get across Alligator River. There is only a little food and water left on their side of the river. They have no boat, nor weapons. What would they do to get across? Who would they choose as leaders? What specific steps would they take? Are there alternative solutions?

2. Think back to one of your biggest problems and the solution that you used to solve it. Write a page summary of "If I had to do it again, I would ..... because ....." Try to emphasize the changes you would make this time around.

3. Some times our solutions create more problems. See if you can describe one of your problems and some alternatives; indicate a choice of alternatives. Does that alternative make new problems for you? If so, describe.



4. If there was a Black Bear in your path, what would you do? What can we do about obstacles in our path toward employment?

CASE STUDY

The little Blue Jacket restaurant chain has over 700 restaurants on the east coast. Anne Johnson, 48, joined their management training program 2 years ago, and for the last 15 months has been managing the Little Blue Jacket in Camden, Maine.

Anne has established herself and has been extremely competent. She knows the restaurant business from the bottom up, and she is a firm believer in developing a strong supportive team effort among her employees. She is in the restaurant 10-12 hours a day and is available for private talks with employees at almost any time. She treats them as individuals and is extremely sensitive to their needs, anxieties, and interests.

The Little Blue Jacket provides the blue uniforms for each employee, and all 700 restaurants require each employee to wear this jacket while at work. Since the restaurant supplies and cleans the jackets, this has never been an issue in the Camden Little Blue Jacket.

However, in the middle of the Summer tourist season it suddenly became an issue, Maria Rosetti, a 28 year old waitress, asked Anne for permission not to wear the jacket. Maria, a top notch waitress for the past six years, argued that the jacket makes her unnecessairily warm and caused heat rash under her arms and across her shoulders. She explained that this had been happening for three years, but she had been too scared and insecure to raise the issue before. But she knew now that she was the best waitress in the restaurant, and that Anne was to be trusted. Maria offered to wear a blue blouse approximating the color and design of the standard Blue Jacket.

Two months prior to Maria's request not to wear the uniform Anne had spent three days in the Boston headquarters of the Little Blue Jacket. She was given high praise and informed that she was being considered for district manager of Maine and New Hampshire. This promotion, if she got it, would fulfill an ambition she had carved out for herself when she started as a waitress 21 years ago. It also meant a 60% pay raise.

A week before Maria's request not to wear the uniform the following letter came to Anne.

To: All Restaurant Managers
From: Joseph Gilardi, General Manager
Re: Policy Enforcement of Uniforms

Recently we have had several violations of our uniform policy. For some reason, a few employees are deciding to exert their various liberation movement identities by refusing to wear the company jacket. We cannot require anyone to wear our blue jackets, but we can insist that they shall not work for us unless they do. We consider the blue jackets to be a valuable promotion device, as it enables our customers to eat in familiar surroundings in 700 different locations.

Therefore. it is crucial that there be no deviation from this policy. If we allow one or two employees to wear other clothing, the desire will spread to other employees, and we will ultimately lose a valuable promotional item. Although our employees are our most valuable resource, restaurant employees are always available and we can readily replace employees who insist on violating this policy.

Employee Problems

1) Jim, a new employee, is assigned to share an office with Art, a veteran employee. Art has the habit of listening to the radio while he works which Jim finds very distracting. What should Jim do?

   1. Ask the supervisor if he could share an office with someone else.

   2. Grin and bear it.

   3. Ask Art if he'd mind turning the radio off when Jim is in the office.

   4. Turn it off and tell Art he can't concentrate on his work when it is playing.

2) Bill is new on the job. His mother is of Polish descent. At break one of the employees, Joe Bonomo, starts telling "Polish jokes." Bill doesn't like it. What should Bill do or say?

   1. Not say anything at all. After he gains acceptance he can make his feelings known.

   2. Tell Joe, " I would think that is funny if I weren't Polish."

   3. Tell a joke about Italians because Joe is probably Italian.

   4. Get up and walk away.

3) Beatrice has been working at Acme for three months. She enjoys her work and tries to do it well. Jane, one of her co-workers, doesn't. Jane constantly bothers Beatrice with stories about her personal life, dates,etc. Beatrice wants to get along with her co-workers and doesn't want to hurt Jane's feelings. What should Beatrice do or say?

   1. Pick up the phone when Jane comes around and be busy.

   2. Pick up the papers she is working on and tell Jane she has to finish them in the next hour.

   3. Ask Jane if they can talk over personal matters at lunch or after work.

   4. Put a <u>Do Not Disturb</u> sign on her desk.

Employee Problems
Responses

1) Seventy-one percent of the employed related respondents chose "ask Art if he would mind turning the radio off when Jim is in the office." Learning to get along with co-workers on a job can be as important as learning the job itself- Courtesy is always an appropriate approach. If the experienced worker refuses to accept what the new employee wants it is usually best for the new employee to "grin and bear it" until established.

2) Fifty percent of the employed related respondents chose " not to say anything." After he gains acceptance he can make his feelings known. New employees are frequently subjected to hazing and testing by co-workers. Getting along with co-workers is critical to maintaining employment. There are some things new employees may have to "grin and bear". In the situation described it would probably be unwise to retaliate. Someone feeling very strongly about the find of hazing described in this case would be best off by getting up and walking away.

3) Over ninety percent of the employed related respondents chose to "ask Jane if they can't talk over personal matters at lunch sometime or after work." This situation described is a difficult one to handle. Ideally, a person could tell a co-worker whose gossiping is disturbing that they should talk over personal matters off the job. However, this is often difficult to do without hurting that person's feelings. Moreover, maintaining good relations with co-workers is frequently as critical to job success as performing the job well.

Name_____

Problem Solving

1. Jane has been on the job for three months. Jane likes her job. She has three children ages 10, 7 and 4. The four year old's babysitter has quit and gave Jane no notice. It's Monday morning Jane should -

2. Harold has been out of work for two years. He has just gotten a job. Harold likes to watch T.V. at night. He usually falls asleep on the couch. He gets up around 3 a.m. and goes to bed. When his alarm clock goes off at 6:30 a.m. he sleeps thru it. He is late to work at least once a week. Harold should -

3. Susan and Mike have been married for ten years. They have three children. Susan is fed up with Mike's drinking problem. Susan has told Mike to get out of the house until he does something about his problem. Mike has moved out but has been missing work since the break-up. Mike should -

4. Bob has a teenage child that has become involved with the wrong crowd. The child has become uncontrolable. Bob is so upset about this it is effecting his work performance. Bob should -

5. Joe has been working for a company for 3 months. His partner on the job has been stealing materials from the company. Joe should -

6. Mary has been working at a job for a year. A new co-worker has been smoking pot during lunch. Mary and this co-worker work as a team. Mary has to do more work because her co-worker is high. Mary should -

7. Jack's supervisor is always breathing down his back. Jack feels he is doing the best he can and his work is adequate. Jack is getting angry at his supervisor. He should -

K.R. 4/15/83

CONSEQUENCES SEARCH

The evaluation of consequences is just as important as the search for alternatives, for if we choose an alternative without thinking about the consequences, we increase the risk of making a poor choice. This exercise gives you practice in searching for the consequences of alternatives you have chosen.

DIRECTIONS

1. Write your first WEANKESS in the space provided.
2. At the top of the grid, in the appropriate spaces, place the three best alternatives you have chosen in your ALTERNATIVES SEARCH.
3. For each of these three alternatives, list as many possible CONSEQUENCES as you can think of.
4. Wait for further directions.

WEAKNESS_____

ALTERNATIVE #1	ALTERNATIVE #2	ALTERNATIVE #3
Consequences	Consequences	Consequences
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.

STOP.

DO NOT GO AHEAD. If you are waiting for others to finish, you may want to further consider possible consequences for each of your alternatives.

You can repeat this exercise for each of your WEAKNESSES. For each one, identify ALTERNATIVES for getting rid of or for diminishing it. Each ALTERNATIVE will have a set of CONSEQUENCES. How do you feel about them? What do you want to do about them?

CHANGE

The instructor will talk about changing in general. You may want to use this space to write your own examples as you begin thinking about changes you have made or want to make in the future.

EFFECTING POSITIVE CHANGE

1. Try to identify one specific behavior that you would like to change.

2. How would you like to change it?

3. What actions would you consider indicators that you are moving in the right direction?

4. List conditions which would help you to make the change.

5. List conditions which might prevent you from changing.

6. What steps can you take to help effect the change you want?
   1.
   2.
   3.
   4.
   5.
   6.
   7.
   8.
   9.
   10.
   11.
   12.

Stepping Stones to Action

Goal I Want to Achieve: _____ By This Date: _____

Steps I Must Take	Difficulties I Might Face with Each Step	Resources and People Who Could Help Me Accomplish This Step
1.		
2.		
3		
4		
5.		
6		
7		

Changes Needed	Target Date for Implementing Change Strategy	Target Date for Completing Change	Excuses I Will Give Myself To Avoid Making These Changes

CONTRACT

I _____

(Your Name)

make this contract
that by

_____

(due date)

I will put into action the following plan:

_____

_____

_____

_____

_____

I will give a copy of this to

_____

(Name of contract holder)

who will contact me by the due date to celebrate with me
the completion of this contract.

_____

(your signature) (signature of contract holder)

COMPETENCY AREA:

JOB GETTING

Does the client know how to look for and get a job?

Specific Competencies:

-- Job Seeking

-- Resumes and Applications

-- Contact Skills

-- Interviewing

JOB GETTING COMPETENCY AREA
An Example of a Culminating Activity

A culminating activity can be designed to include most of the activities in a competency area or a series of separate specific competencies. The culminating activity is very good for synthesizing the material and not presenting it in pieces. There is usually a lack of continuity in learning when materials are presented one at a time, one right after the other. Some people learn best when all the material is required in one activity all at once. This is an illustration of one such activity for the Job Getting Competency area.

The Job Getting Competency area requires job seeking, completion of resumes and applications accurately, use of contact skills and interviewing. One way to combine all of these skills is to bring actual local employers who are interested in hiring and allow them to accept applications, resumes and interview in the classroom. If the local employers are not available, another way is to create three different "mock" businesses in your classroom. One group of students could represent a local factory, another a large business, and a third could be a service agency. The actual hiring process should be real and based on research in the local labor market.

Students would be required to submit their resumes or applications to the chairperson of each group. Youth would contact them and schedule an interview by phone, letter or in person. Then the youth would be interviewed by at least two students, and recommendations for hire should be made. The youth would also fill out a self-evaluation of the interview.

The class should be arranged so that all students get to interview for a job at least once and get to interview a classmate at least once. It can be made more interesting and realistic if a local employer allows the interviewing to be done on the actual work premises.

COMPETENCY AREA: JOB GETTING

SPECIFIC COMPETENCY:

JOB SEEKING

Client is able to:

-- Identify job opportunities.

Examples of Job Seeking Activities

1. Have each youth call at least ten (10) local employers and ask if there are any openings. If there are not, have the youth ask the question, "Do you know of any companies who are taking applications now?" Let the class compare their results.

2. Have the most "Innovative Job Source" contest. Let each student try three (3) different methods for finding job openings. See who can come up with the most innovative and effective source.

3. Be a Job Counselor for a day. Let the class divide up into pairs and let one youth act as the job counselor for the other. What sources for jobs would you recommend to this youth who is looking for work?

4. Pretend you are in a large strange city. You are lost, need shelter, food and a job. Where would you look first? Where would you first look for a job in that new city? What might help you get hired quickly?

FINDING JOB LEADS -- JOB HUNTING METHODS

1. WANT ADS
   Most commonly used.
   Lots of competition.
   Most jobs not advertised.
   Qualifications over-exaggerated.
   Usually high-skill or high turn-over jobs.

2. GOING DOOR-TO-DOOR (Cold Contacts)
   No specific job in mind.
   Person that hires may not be in.
   Submitting unasked for applications.

3. PRIVATE EMPLOYMENT AGENCIES
   You may have to pay them a hefty fee.
   Placement rate is low.
   You may have to sign a contract.

4. MAINE JOB SERVICE (Public Employment Agency)
   Services are free.
   Some employers advertise only with them.
   Check listing often.

5. FRIENDS, RELATIVES, AND PEOPLE YOU KNOW
   Most successful way.
   First to hear about openings.
   Built-in recommendations.
   Spread the word you're looking for a job.

6. PERSON(S) WITH POWER-TO-HIRE (Hot Contacts)
   Second most successful way.
   These are the people who control hiring.
   Good idea to make an appointment.
   You must make a good first impression.

7. VOLUNTEER WORK
   Get's your foot in the door.
   Often the first to hire if there is an opening.
   Job experience and personal contacts.
   Chance to try-out different jobs.

8. PART-TIME WORK
   First hired for full-time jobs.
   Often no "fringe benefits".
   Job experience and personal contacts.

9. ADVERTISE AND EMPLOY SELF
   Must have saleable skill.
   Allows you to make your own schedule.

10. PHONE BOOK/YELLOW PAGES
    Good place to start.
    Most businesses listed and categorized.
    Can save time by calling ahead.

COMPETENCY AREA: JOB GETTING

SPECIFIC COMPETENCY:

RESUMES AND APPLICATIONS

Client is able to:

-- Complete an application.

-- Develop a resume.

Test your job application skills by reviewing someone elses job application to correct all the errors. Take a piece of paper and write down all the errors you can find.

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE

NAME Jones, John James
(LAST, FIRST, MIDDLE)

PRESENT ADDRESS 37 High St., Barton, Vermont
(STREET, CITY, STATE, ZIP)

PERMANENT ADDRESS 37 High St., Barton, Vermont
(STREET, CITY, STATE, ZIP)

PHONE NO. 8-3601 SOCIAL SECURITY NUMBER 008-34-0111

REFERRED BY Employment Office

EMPLOYMENT DESIRED

POSITION Any Thing DATE YOU CAN START Immediately SALARY DESIRED $3.10

ARE YOU EMPLOYED NOW? yes IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER N/A

EVER APPLIED TO THIS COMPANY BEFORE? no WHERE — WHEN —

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL	Barton Elementary Barton, Vermont	8	6/1976	General
HIGH SCHOOL	Bigtime High Barton, Vermont	4	6/1980	Math, Science
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK Welding

U. S. MILITARY OR NAVAL SERVICE RANK PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES

ACTIVITIES OTHER THAN RELIGIOUS (CIVIC, ATHLETIC, FRATERNAL, ETC.)

EXCLUDE ORGANIZATIONS, THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS

(CONTINUED ON OTHER SIDE)

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM 3/78	Noname Industries		Welder	
TO 3/80	Barton, Vermont	$3.25	Helper	Quit
FROM 1/78	Ben Johnson's Store			
TO 3/78	Orleans, Vermont	$3.00	clerk	Fired
FROM				
TO				
FROM				
TO				

REFERENCES: GIVE BELOW THE NAMES OF TWO PERSONS NOT RELATED TO YOU WHOM YOU HAVE KNOWN AT LEAST ONE YEAR

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1 Joe Sanders	noname Industries Barton, Vermont	Metal Working	2 years
2 Mr. Jim Johnson	Barton High Barton, Vermont	Guidance	4 years

PHYSICAL RECORD:
LIST ANY PHYSICAL DEFECTS

WERE YOU EVER INJURED? yes GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? no IN VISION? IN SPEECH?

IN CASE OF EMERGENCY NOTIFY Mrs Jane Jones 32 High St., Barton, Vermont
NAME ADDRESS PHONE NO

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY BE TERMINATED, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE 6/15/80 SIGNATURE J. J. Jones

*DO NOT WRITE BELOW THIS LINE

TO BE COMPLETED DAY EMPLOYMENT BEGINS DATE 6/15/80

HEIGHT 5'11" WEIGHT 185 pounds AGE 20 DATE OF BIRTH

SINGLE MARRIED WIDOWED CITIZEN U.S.A. ✓ SEX ✓

THE ABOVE INFORMATION NEEDED FOR PENSION, HOSPITALIZATION INSURANCE, ETC., AND NOT FOR HIRING PURPOSES

INTERVIEWED BY	DATE	REMARKS
NEATNESS		CHARACTER
PERSONALITY		ABILITY

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED: 1. EMPLOYMENT MANAGER 2. DEPT. HEAD 3. GENERAL MANAGER

FROM: Making a Life, Making a Living, developed by Carl Helms, Biddeford School Department, under a grant from the Bureau of Vocational Education, Maine Department of Educational and Cultural Services.

APPLICATION FOR EMPLOYMENT Date 4/28/80

Name JOE SMITH Sex yes Soc. Sec. # 027-35-2611

Present Address CANTON MAINE
No. Street City State Zip

Permanent Address
No. Street City State Zip

Telephone Number 2-3542 Date of Birth 1952 Age 26

Marital Status MARRIED No. of Dependents 2

SPECIAL QUESTIONS: Do not answer ANY of the questions in this framed area unless the employer has checked a question, thereby indicating that the information is required for a bona fide occupational qualification, or dictated by national security laws, or is needed for other legally permissible reasons.

Height 5 ft. 6 in.

Weight 125 lbs.

Citizen of U. S. X yes ____ no

What foreign languages do you speak fluently?

yes read yes write

Position Applied for ANYTHING Date you can start ____

Salary desired ____ Are you employed now? yes If so, may we inquire of your present employer? ____

Ever applied to this company before? NO Where? ____ When? ____

EDUCATION:	Name & Location of School?	# of yrs. attended	Graduate?	Subjects Studied
Grammar School	Fox School	8	yes	Math History Recess
High School	Fox High	6	yes	Geography Math History
College				
Trade, Business or Corres. Sch.	Had my own LAWN MOWING Business			

U.S. Military or Naval Service ____ Rank ____

Present membership in National Guard or Reserves ____

Nature of Discharge ____

Subjects of Special Study or Research Work _____

Activities other than religious (civic, athletic, etc. _____

Have you ever been bonded? _____

FORMER EMPLOYERS (List below last four employers, starting with last one first:)

Date (month & year)	Name & Address of Employer	Salary	Position	Reason for Leaving
From MAY				
To SEPT	CAMP Bulldog	$200	Mechanic	Closed
From				
To				
From				
To				
From				
To				

REFERENCES (Give the names of three persons not related to you, whom you have known at least one year)

	Name	Address	Business	Years Known
1.	BOB JONES	NORWAY	Mechanic	1
2.	SANDY JONES	NORWAY	Housewife	1
3.				

PHYSICAL RECORD Do you have any physical limitations that preclude from performing any work for which you are being considered __yes ___no.
Please describe: _____

IN CASE OF EMERGENCY, PLEASE NOTIFY: MARY SMITH CANTON 2-345
Name Address Phone

"I CERTIFY THAT THE FACTS CONTAINED IN THIS APPLICATION ARE TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE AND UNDERSTAND THAT, IF EMPLOYER, FALSIFIED STATEMENTS ON THIS APPLICATION SHALL BE GROUNDS FOR DISMISSAL. I ALSO AUTHORIZE INVESTIGATION OF ANY STATEMENTS CONTAINED IN THIS APPLICATION."

Date 4-28-80 Signature Joseph Smith

DO NOT WRITE BELOW THIS LINE

Interviewed by MR. HARRISON Date APRIL 2
Comments: _____

Hired: ___yes ___no Position _____ Dept. _____
Salary/Wage _____ Date Reporting to Work _____

Approved: 1. _____ 2. _____ 3. _____
Employment Manager Dept. Head General Manager

SELF-APPRAISAL

OF

WORK HISTORY

As the first step in merchandising your talents, you should decide exactly what your qualifications are. You need a detailed inventory of your background and experience so that you will know exactly what assets you have to offer an employer.

No matter what type of job you seek, your inventory will be a basic tool in your search. If you are marketing your skills for a professional or office position, it will contain the information you need to prepare your résumé. If you are looking for work in a skilled trade or other field in which résumés are not expected, your inventory will help you decide how to present your qualifications at a job interview and be your source for the facts, dates, and other information you will need to give an employer.

To prepare your inventory chart, follow the outline below. Write out, all the data you think might help you in your job search. Later, you can weed out the list and select the assets that are relevant to the job you seek.

1. Work history -

List all of your jobs, including part-time, summer, and freelance work. For each job, give the name and address of your employer, your job title, the details of your duties, and the dates you were employed.

	Job	Name and address of employer	Duties	Dates Employed
a).				
b).				
c).				
d).				

Then ask yourself:

What did I like about each job? Why?(a).

(b).

(c).

(d).

What did I dislike about each job? Why?(a)

(b).

(c).

(d).

Why did I leave?(a).

(b).

(c).

(d).

2. Skills and abilities - Ask yourself: What personal qualities do I have that make me good at certain work? Think back over your job experience and school and volunteer activities and try to be honest with yourself. Are your strong points initiative, imagination, leadership, ability to organize, willingness to follow orders, interest in detail, or ability to work with people?

What did I learn on the job that I can use in another position? (For example, operation of a machine or office equipment or blueprint reading.)._____

_____

_____

_____

_____

3. Education,List:

The schools you attended and the dates, the principal courses you took.

Then ask yourself:

What courses or training did I like best and why?_____

_____

_____

What courses or training did I dislike and why?_____

_____

_____

Now list your scholarships or honors and your extracurricular activities:_____

_____

_____

4. Interests, talents, and aptitudes.

Ask yourself:

What are my hobbies or volunteer activities?_____

_____

_____

What are my special talents or aptitudes? For example, can I fix a car? Play a musical instrument? Speak another language besides English? Am I good at drawing or painting? What do I learn most easily? How can I relate my talents and interests to a job?_____

_____

_____

_____

_____

_____

5. Does my physical condition limit me in any way?_____

_____

_____

6. Is it necessary for me to change my field of work?_____

_____

_____

7. How long can I afford to be out of work?_____

_____

_____

8. Career goal -

What kind of work do I want to be doing 5 or 10 years from now? What sort of job should I seek now in order to prepare for my goal?_____

_____

_____

_____

9. Jobs I want -

Considering all the information in your inventory, list the types of jobs you feel you are best qualified for and want. List them in order of your preference._____

_____

_____

_____

Now that you have completed your inventory, you are ready for the next step -- either preparing your résumé or selecting your sources of job information. But perhaps you have considered all the factors in your background and still are not ready to answer the key question: What kind of job do I want? You may be just out of school and know little about the sorts of jobs that are open to you. You may have decided that you are on the wrong track vocationally and want to switch to a new field. Perhaps you have been out of the labor force for years because of family responsibilities. Or for other reasons you are not sure what your job goal should be.

You need to learn more about different types of jobs. A good place to go is your local State employment service office. This office has information about jobs and the qualifications needed to fill them. You may be given an appointment with a career counselor who will help you decide wjat sort of work is best suited to your abilities and interests.

PERSONAL PROFILE

Qualities Offered:

The Evidence:

Some Details:

PERSONAL PROFILE

NORMA RAE STUBBINS
472 Washington Avenue
Taylorsville, North Carolina 55555
(919) 234-5678

Qualities Offered:

I am a hard-working career oriented person whom you can trust. I require very little supervision, and can learn new assignments very rapidly. I have clerical and human relations skills which should serve you well.

The Evidence:

My work history is very stable (five years at one firm and three at the other). My employers always trusted me to figure balances and make deposits. I usually have worked alone, picking up new assignments with ease. I have reorganized clerical units, and have extensive telephone and in-person complaint handling experience.

Some Details:

I am a 35-year-old single parent of two fantastic healthy preteens. I love to swim, read, and have recently gotten into jogging. My health is excellent. My friends consider me to be true-blue and dependable.

(SAMPLE)

Joseph P. Smith
2 Windy Lane
Norway, Maine 04268

Telephone: (207) 743-7763

COSMATOLOGY...HAIR STYLIST

I am an enterprising young man looking for a firm to forge a career path in line with my talents. I expect to make valuable contributions in any assignment, particularly the following functional strengths:

- Cutting and Styling
- Permanent Body Base/Prescription Waving
- Hair Coloring and Decolorization
- Frosting and Highlighting
- Hair Setting
- Chemical Hair Relaxing
- Scalp Treatments and Facials
- Eye Brow Arching/Hair Removal
- Make-Up
- Manicuring
- Ear Piercing

EDUCATION

MANSFIELD BEAUTY ACADEMY
234 Lisbon Street
Lewiston, Maine 04240
Diploma Awarded March 25, 1983
Grade Average 95

PERSONAL STRENGTHS

EXCELLENT COMMUNICATIONS SKILLS...CREATIVE, INNOVATIVE...RESOURCEFUL...USES TIME EFFECTIVELY ...GOOD LISTENER...MOTIVATED TO ACHIEVE...SETS HIGH STANDARDS...MEETS GOALS.

INTERESTS

Besides hairdressing, I enjoy Art, Music, and various sports.

REFERENCES

Available from applicant upon request.

Betty J. Brown
1 Circle Lane
Norway, Maine 04268

Telephone: (207) 743-7763

LICENSED PRACTICAL NURSE

I am an enterprising young woman looking to forge a career path in line with my nursing skills. I expect to make valuable contributions in any assignment, particularly the following functional strengths:

- Administering Medications
- Sterile Dressing Changes
- Catheterizations
- Tracheotomy Care
- Naso-gastric Tubes and Tube Feedings
- Closed Drainage Systems
- Pre-op and Post-op Care
- Neuro Signs
- Observation of I.V. and D/C of I.V.
- Dealing with Terminally Ill
- Geriatric Nursing (G-track, I.M.'s, Bowel Training, Whirl Pool Baths, and preparing deceased patients)
- Obstetric Nursing (Labor and Delivery, Nursery, Postpartum)
- Lamaze Technique
- Surgical Floor Training

EDUCATION:

Central Maine Vocational Technical Institute
Auburn, Maine 04210
Licensed Practical Nurse, Diploma Awarded July, 1983

Grand View Manor
Auburn, Maine 04210
Certified Nurse Aide, Certificate Awarded February, 1979

EXPERIENCE:

My education included training in the following Units:

T-3 Surgical Floor
M-1 Mainly Cancer Patients
M-2 Orthopedic, Neurological Patients
M-4 Pediatric Floor

PERSONAL STRENGTHS

EXCELLENT COMMUNICATIONS SKILLS...UNDERSTANDING...RESPECTFUL...RESPONSIBLE...INNOVATIVE ...RESOURCEFUL...USES TIME EFFECTIVELY...GOOD LISTENER...MOTIVATED TO ACHIEVE...SETS HIGH STANDARDS...MEETS GOALS.

CERTIFICATES

Basic Rescuer under the American Heart Association in C.P.R.

REFERENCES

Available from applicant upon request.

SAMPLE RESUME

Richard H. Hurtz
Chapel Street
Kezar Falls, Maine 04047

Telephone: (207) 555-1234

Date of Birth: April 14, 1953
Marital Status: Single
Health: Good

EDUCATION

Oxford Hills High School, 1975 - 79. Industrial Arts Program. Courses: Basic Shop Procedures; Basic, Intermediate, and Advanced Woodworking Techniques; Furniture Design; Business Math and English; Welding Fundamentals; Sheet Metal Shop.

JOBS HELD

Maintenance Worker, Sacopee Valley High School. 1979 - Present
Stock Clerk, R & S Variety Store, Rumford, Maine. 1978 - 1979
Kitchen Help. Stone Ridge Restaurant, Dixfield, Maine 1977 - 1978
Kitchen Help. Camp Robin Hood, Canton, Maine. Summer, 1976

WOODWORKING SKILLS

Built furniture (table, bookcase, etc.).; used planer, jointer, radial arm saw, band saw, drill press, router, all hand tools; helped build small building, including framing, flooring, siding, roofing.

RETAIL SALES

Worked in small grocery, variety store; prepared orders, took deliveries, stocked shelves, filled coolers, cleaned stove, made sandwiches, ran cash register, redeemed bottles.

MAINTENANCE SKILLS

Have done various janitorial jobs at store, schools, restaurant, camps; knowledge of cleaning and maintenance tools, equipment, supplies; house painting; make basic repairs.

MANUAL SKILLS

Excellent hand skills; use of hand tools; arts and crafts, including macrame, pottery, painting, drawing, needlepoint; basic typing; use of metal lathe, drilling machine; basic automobile repairs and body work.

KITCHEN WORK

Operate commercial dishwasher in restaurant and at summer camp; kitchen maintenance; personal cooking.

OTHER EXPERIENCE

Stablehand: feeding, grooming, saddling, walking, riding horses; packing and moving experience, reliable, dependable worker at several jobs.

REFERENCES

Available from applicant upon request

COMPETENCY AREA: JOB GETTING

SPECIFIC COMPETENCY:

CONTACT SKILLS

Client is able to:

-- Contact a prospective employer by phone, letter or in person and make a favorable first impression.

Examples of Activities for Contact Skills

1. Have the client schedule and complete at least three (3) informational interviews with local employers. They should ask the employer about the company or the business, what expectations the employers have for growth in the next year, and what their most frequent problems are in that local area.

2. Have the clients write a letter of application or contact. Let them write a humorous one first, and then see if they can transfer that uniqueness into a genuine contact letter. Have them mail it, and see if any youth are contacted by the employers.

3. Have the class divide into pairs, and let one role play the employer. Have the other client contact him/her by phone. What would be appropriate to say? After 15 minutes, have the pairs switch, and the other person can be the employer. Let employers try different behaviors: annoyed, abrupt, rude, interested, questioning, enthusiastic, polite.

4. How do you get beyond that secretary? In most places, there is a secretary who works for the hiring person who has been told to "screen out" applicants. That secretary uses a variety of ways such as asking on the phone, "And what is this call relating to?" or, "What is it about please?" What are some things you might say to that secretary to enable you to talk to the employer directly?

JOB SEARCH METHODS

Job Search Method Used	Percent Used	Percent Successful
Contacted Employers	82.2	36.3
Asked Friends, Relatives	65.0	47.2
Answered Want Ads	47.5	34.9
Asked Other Workers	33.1	9.9
Job Service	27.6	20.3
Private Agency	14.5	38.6
School Placement	10.9	27.5
Labor Unions	6.2	22.5
Community Organizations	1.6	21.9

SOURCE: U. S. Department of Labor, "Recruitment, Job Search and The U. S. Employment Service." 1976.

Contact Skills Activities

1. Assign the following to members of the class to see how effective the methods are and get actual feedback. If one member wants to try a method of his/her own, let them try that also.

   a. Go in a large place of business and take notes describing the business flow, the physical plant, and observations of body language from employees. Try not to get in the way or bother that business, but remain until someone asks you what you are doing. Smile at that person no matter who he/she is, and look like you are finally happy that someone asked you. Tell him/her that you are very interested in working there and wanted to see what a real working day was like. Ask him/her how they think you might get a job there and if they know of any openings.

   b. Have the youth design an attractive sign to wear over their clothing. Let him/her choose the place on the sidewalk to walk back and forth for at least one hour. The sign should say that he/she needs a job, and ask for any help with job hunting. The youth should not get in the way of pedestrians and should move from a particular store/shopping center if asked to do so.

   c. Have the youth make up business cards that have his/her name, address and phone number along with what job they want to have. Have the youth distribute these for at least one hour in a busy area.

What were the results? Was anyone contacted? Why or why not? Did anyone find a job openings? What other methods might work?

EMPLOYER CONTACT LOG

DATE	TIME OF DAY	NAME AND ADDRESS OF EMPLOYER	PHONE NUMBER	NAME OF PERSON WHO HIRES	RESULTS
		Type of Job:			
		Type of Job:			
		Type of Job:			
		Type of Job:			
		Type of Job:			
		Type of Job:			
		Type of Job:			
		Type of Job:			
		Type of Job:			
		Type of Job:			

COMPETENCY AREA: JOB GETTING

SPECIFIC COMPETENCY:

INTERVIEWING

Client is able to:

-- Prepare for an interview.

-- Interview effectively.

-- Evaluate an interview.

Examples of Activities for Interviewing

1. Mock Interviews - Let each member of the class interview another member; use standard checklist for evaluation.

2. Role Play an Interview - Have each class member decide what he/she would like to be interviewed as and using what type of behavior. Have some be very nervous, vague, obviously lie, not stick to the point, not answer the question, use sloppy body language, talk too soft or loud, boast on each answer, etc. See if the class can identify the specific behaviors or weaknesses.

3. Video-Taped Interviews - Video tape each client being interviewed by a counselor or an employer in the area, or a person who has volunteered his/her time. Play the interview back and discuss the strengths and weaknesses with the client.

4. Informational Interviews - Have each client schedule and complete an informational interview with a local employer. Let him/her write an evaluation of the interview.

5. Job Getting Interview - Have the client complete an actual job getting interview, and allow the employer to complete the interview check list form and mail it to the service provider area. Also let the client complete a self-evaluation form.

6. Group Interview - Have three (3) members of the class be the team of employers to interview other members. Have them each decide on questions prior to the interview. What are problems for the interviewers whey they do a group interview? What are some problems for the person interviewed?

Interviewing Skills

Before the interview:

- Research the company
- Answer practice questions with a friend
- Get a good night's rest the night before
- Dress well - neat and clean - do not use heavy perfume or scent.
- Never take anyone with you (a friend, children, parents)
- Allow time for the interview (make no other appointments - get long term parking)
- Bring copies of your resume and bring a "personal history" to help you fill out the application form.
- Be at least 15 minutes early for the interview.

During the interview:

- Be friendly - be your "best" self - smile
- Be attentive (listen more than you speak)
- Maintain eye contact
- Offer a handshake
- Use interviewer's name and state your name
- Be honest - don't talk about personal problems
- Don't ramble, stay to the point
- Don't smoke - even when permitted
- Don't chew gum
- Don't say anything negative about previous boss

- Stress your skills and experiences that will help the interviewer's company
- Ask questions that you have about the company
- Thank the interviewer for the chance to interview

After the Interview:

- Send a thank you note to the company
- Call back - even if you think they should call you
- Continue your job hunt
- If you do not want the job, ask the interviewer for suggestions on how to improve your interviewing skills. Again, thank them for their help.

QUESTIONS YOU MAY BE ASKED

No two interviewers conduct interviews in the same way, nor do they ask the same questions. However, a survey of interviewers around the nation indicates that some questions are quite common. Rarely or ever would you be prepared for them. Outline in your mind the answer you would give for each, so you will not be taken by surprise.

OPENERS:

What can I do for you?
Why are you interested in joining our company?
Why do you feel qualified for this job?
Tell me about your experience.
What do you have to offer this company?
What salary did you have in mind for this job?

REGARDING MOTIVATION:

Is your present employer aware of your interest in a job?
Why do you want to change jobs?
What caused you to pick this kind of job?
What would you like to be doing five years from now?
What would be the ideal job for you?

REGARDING EDUCATION:

Describe your education for me.
What was your class standing?
What activities did you participate in?
What were your average grades?
What courses did you like the best/least and why?
Have you any special training for this job?

REGARDING EXPERIENCE:

Why should I hire you?
How do you fit the requirements for this job?
What duties performed in the past did you like best/least and why?
What are your three greatest stengths for this job?
What kind of people appeal most/least to you as work associates?
What are your greatest accomplishments to date?
What kind of equipment can you operate?
Why have you changed jobs so frequently?
Have you ever been fired?
Why did you leave your previous jobs?

REGARDING SALARY:

Minimum Pay? Five years? Salary/Last Job?

QUESTIONS THE INTERVIEWER ASKS HIMSELF ABOUT YOU

AS MENTIONED EARLIER, THE INTERVIEWER'S TASK IS TO SELECT THE MOST QUALIFIED APPLICANT FOR THE POSITION. THEREFORE, DURING AND AFTER EACH INTERVIEW, HE/SHE MUST DECIDE ON THE ANSWERS TO THE FOLLOWING QUESTIONS IN ONE FORM OR ANOTHER.

ONCE YOU LEAVE THE INTERVIEW, YOUR TASK IS JUST ABOUT OVER, BUT THE INTERVIEWER STILL HAS THE JOB OF MAKING A DECISION. IF YOU ARE AWARE OF THE THINGS THE INTERVIEWER MAY ASK HIMSELF AFTER YOU HAVE GONE, YOU CAN, BY YOUR WORDS AND ACTIONS DURING THE INTERVIEW, TRY TO MAKE THESE ANSWERS FAVORABLE TO YOURSELF.

1. I WONDER IF THIS PERSON IS INDUSTRIOUS AND AMBITIOUS?
2. WILL HE/SHE MAKE A LOYAL EMPLOYEE?
3. IS HE/SHE AN OPEN-MINDED SORT OF PERSON?
4. IS HE/SHE ALERT AND OBSERVANT?
5. DOES THE APPLICANT SHOW INITIATIVE?
6. IS HE/SHE THE KIND OF PERSON THAT TALKS TOO MUCH?
7. DOES THE INTERVIEWEE HAVE THE CAPACITY TO LEARN?
8. IS HE/SHE ENTHUSIASTIC?
9. DOES THE APPLICANT SEEM TO HAVE GOOD COMMON SENSE?
10. WILL HE/SHE BE A GOOD TEAM WORKER?
11. HOW WILL HE/SHE FIT IN WITH OUR PRESENT EMPLOYEES?
12. IS HE/SHE HONEST AND TRUSTWORTHY?
13. DID THE APPLICANT SHOW ANY SIGNS OF STUBBORNESS?
14. IF I GIVE THIS PERSON A JOB, WILL HE/SHE STICK WITH IT?
15. WILL HE/SHE DO THE WORK THOROUGHLY?
16. DOES THE APPLICANT APPEAR TO WANT TO GIVE TO THE JOB AS MUCH AS HE/SHE WANTS TO GET A PAYCHECK?

INTERVIEW RATING SHEET

_____ (Name) _____ (Position Sought)

1. PERSONAL TRAITS:	EXCELLENT	ABOVE AVE.	AVERAGE	FAIR	POOR
A. Appearance	____	____	____	____	____
B. Grooming	____	____	____	____	____
C. Dress	____	____	____	____	____
D. Personality	____	____	____	____	____
E. Poise	____	____	____	____	____
F. Tact	____	____	____	____	____
G. Energy	____	____	____	____	____
2. ORAL EXPRESSION:					
A. Voice	____	____	____	____	____
B. Diction	____	____	____	____	____
C. Articulation	____	____	____	____	____

_____ Highly Recommended _____ Recommended

_____ Recommended with Reservations _____ Not Recommended

COMMENTS:

INTERVIEW REPORT

APPLICANT'S NAME: _____ DATE: _____

ADDRESS: _____

PHONE: _____

INTERVIEWED FOR: _____

INTERVIEWED BY: _____

1. APPEARANCE ___ Untidy, Poor Taste in Dress	Somewhat ___ Careless About Appearance	Satisfactory ___	Good Taste in ___ Dress, Better than Average	Unusually ___ Well Groomed, Excellent Taste in Dress
2. FRIENDLINESS ___ Appears Distant, Aloof	Approachable, ___ Fairly Friendly	Warm, Friendly ___ Sociable	Very Sociable, ___ Outgoing	Extremely Friendly and Sociable
3. POISE-STABILITY ___ Ill at Ease, Nervous	___ Somewhat Tense	___ Average	___ Sure of Self, Appears to like Crisis	___ Extremely well Composed, Thrives under Pressure
4. ALERTNESS ___ Slow to Catch on	Rather Slow, ___ Requires more than Average Explanation	Average Grasp ___ of Ideas	Quick to ___ Understand	Exceptionally ___ Keen & Alert
5. KNOWLEDGE ___ Poor Knowledge of Field	Fair Knowledge ___ of field	Average ___	Fairly Well ___ Informed	Excellent ___ Knowledge
6. EXPERIENCE ___ No Relationship to Job Applied For	Fair Relationship ___ to Job Applied For	Average ___ Meaningful Experience	Background ___ Very Good	Excellent ___ Background
7. DRIVE ___ Poorly Defined Goals, Acts Without Purpose	Sets Goals ___ Too Low, Puts Forth Little Effort	Average Goals ___ Average Effort	Strives Hard ___ High Desire to Achieve	Sets High ___ Goals, Strives Incessantly
8. OVERALL ___	___	___	___	___

RECOMMENDATION:

_____A Applicant is highly suitable - Definate Hire
_____B Applicant is suitable - Possible Hire
_____C Applicant is not suitable - Do Not Hire

ADDITIONAL COMMENTS:

WHY THE OTHER PERSON WAS HIRED

There's a good deal of talk these days about unemployment among young adults. Some of it makes sense and some does not. Donald E. Wood wrote a letter to a young woman who had applied to him for a job. It represents a point of view shared by many employers. Maybe it will help you to see how employers look at applicants.

Dear:

Today you asked me for a job. From the look of your shoulders as you walked out, I suspect you've been turned down before, and maybe you believe by now that people like yourself can't find work.

But, I hired someone today. You saw her. She was the one with the polished shoes and smart looking suit. What was so special about her? Not experience. Neither of you had any. It was her attitude that put her on the payroll instead of you. Attitude, A-T-T-I-T-U-D-E. She wanted that job badly enough to shuck the leather jacket, look neat, and look in the phone book to find out what this company makes. She did her best to impress me. That's where she edged you out.

You see, people who hire aren't "with" a lot of things, and we have some Stone Age ideas about who owes whom a living. Maybe that makes us prehistoric, but there's nothing wrong with the checks we sign, and if you want one, you'd better tune to our wave length.

Ever hear of "empathy?" It's the trick of seeing the other fellow's side of things. I couldn't have cared less that you're behind in your car payments. That's your problem and the President's. What I needed was someone who'd go out in the plant, keep her eyes open, and work for me like she'd work for herself. If you have even the vaguest idea of what I'm trying to say, let it show the next time you ask for a job. You'll be head and shoulders above the rest.

Maybe jobs aren't as plentiful right now, but a lot of us can remember when master craftsmen walked the streets. By comparison, you don't know the meaning of "scarce".

You may not believe it, but all around you employers are looking for young women smart enough to go after a job in the old-fashioned way. When they find one, they can't wait to unload some of their worries on her. For both our sakes, get eager, will you?

Donald E. Wood

COMPETENCY AREA:

WORK MATURITY

Does the client have the skills to maintain employment past a customary period of probation?

Specific Competencies:

-- Dependability/Reliability

-- Communication Skills

-- Personal Relations

-- Initiative/Productivity

-- Worker Rights

Considerations for the Competency Area: Work Maturity

Work maturity is not just an "academically" attained competency area. It must be tested and experienced in the "real world of work." It is best attained and certified in a workplace setting such as:

On-the-Job Training

Customized Training

Work Experience (subsidized)

Try-Out Employment

Unsubsidized Employment

Volunteer Services

Past Work History

Cooperative Education Placement

If none of the above are available to the service delivery area, work standards should be maintained at the training site. This would mean that the same expectations for attendance, being on time, personal relations, following directions, communications, etc., as required on the worksite, should be used on the training site. When this format occurs, the certificate of competency attainment that is given to clients at the completion of the program should state how and where the work maturity competencies were demonstrated.

The work maturity area is another segment of the curriculum that can be developed with the use of a work journal. The entries should be relevant to the specific competencies. If the work maturity competency area is certified by past work history, an employer appraisal summary form should be in the client folder, signed by the employer and client.

COMPETENCY AREA: WORK MATURITY

SPECIFIC COMPETENCY:

DEPENDABILITY/RELIABILITY

Client is able to:

-- Maintain an acceptable attendance record.

-- Maintain punctuality.

-- Give timely notice of interruptions to work schedule.

-- Demonstrate reliability.

-- Follow the rules of the worksite or training site.

Examples of Activities for Dependability/Reliability

1. For one week in an eight-week program or two days in a three-week program, allow the client to maintain his/her own attendance record, sign in and sign out, record lateness and reasons; note how he/she was reliable and followed the rules.

2. Let small groups of the class create "work rules" to be used for one week of the program. These rules should be based on usual rules from the local labor market areas. Have the groups describe their rules in writing.

3. Let small groups decide what would constitute breach of the rules above, which ones are the most important, and when they would fire an employee. Have the groups describe the policy in writing.

DEPENDABILITY

(Can you be counted on to do the job?)

Employers hire people who show the most promise of being at work on time every day. Most companies operate on the idea that time is money. In turn, workers are usually paid for the amount of time they give the company. Employees who often miss work or are usually late cannot contribute fully. A highly skilled worker who is often absent will not produce as much as a more dependable worker with fewer skills. Nonproductive employees do not stay employed for long. Such workers cost the company money rather than help it make a profit.

Dependability, then, is an important expectation. Dependability includes two specific qualities -- attendance and punctuality. It also includes a general quality -- reliability. During all interviews, you must assure employers that you can meet their expectations in these areas.

Attendance

Employers want to hire people who will maintain good attendance. Employers expect all workers to be on the job as scheduled. Employees who are at work every day produce more. In this way, they make more money for the company -- and for themselves!

During an interview, how might you show your regard for good attendance?

_____

_____

_____

There are a few basic ways for you to show the employer during an interview that you meet his/her expectation of attendance. Compare your answers to the following.

-- Attending the interview is the first step toward proving your regard for attendance. An employer can hardly trust an applicant who fails to attend the interview to be on the job every day. Many job-seekers who miss interviews rely too much on memory. Memory often fails. You will be better able to ensure your attendance by keeping a written record of scheduled interviews.

-- If you must miss an interview, call the employer and explain. Try to arrange another interview. The employer may or may not schedule you for a second interview. By contacting the employer, you at least have a chance at still getting an interview.

-- During the interview, describe how important good attendance is to you. Talk about your good attendance in past jobs and in school. You can even mention awards you might have received for attendance.

DEPENDABILITY, Cont'd.

Think of how you might tell an employer directly that you will maintain good attendance. What past experiences could you use to support your claim? Write your answers below.

Attendance Statement: _____

_____

Example: _____

_____

Punctuality

Punctuality means being somewhere on time. To an employer, punctual employees are those who do the following:

-- Come to work on time.
-- Return from breaks, lunches, meetings and appointments on time.
-- Perform all duties as scheduled.

During an interview, how might you indicate that you are punctual?

_____

_____

Now compare your answers with the following suggestions for meeting the employer's expectation of punctuality.

-- Be on time for the interview. Arrive at the appointed place ten to fifteen minutes before the scheduled time. This gives you time to relax, collect yourself and become familiar with the surroundings. The employer may doubt your punctuality if you arrive just in the nick of time. However, do not arrive too early. This may make the employer nervous. It could also make you seem too desperate to find work. Of course, if you cannot be on time for the interview, call the employer and explain.

-- Simply tell the employer that you are punctual. You can say, for example, that you complete your work on schedule. Be prepared to support such claims with examples from your past experiences.

Write a statement that you could use to tell an employer that you are punctual. After your statement, list some personal experiences that show your punctuality. Write your statements below.

Punctuality Statement: _____

_____

Example: _____

_____

DEPENDABILITY, Cont'd.

Reliability

Excellent attendance and punctuality imply the general employer expectation -- reliability. Reliability means that the employer can count on you to do your job. If you are reliable, an employer will know the following.

-- You will be on the job every day, on time.
-- You will finish your work on schedule.
-- You will learn as much as possible about your job.
-- You will follow company rules.
-- You will accept responsibility.

To show the employer during the interview that you have these qualities, simply tell the employer that you are a reliable worker. Be prepared to support your statement with examples from past experience. In the example below, the job-seeker claims reliability. Notice how the job-seeker then proves the statement by describing specific responsibilities from a previous job.

> "You'll find that I'm a reliable worker. On my last job, I performed all of my cleanup duties well. Because of this, my boss asked me to be responsible for collecting the money from the pop machines. My tally was always on the mark. Later, I was promoted to shift leader for the custodial crew."

Now that you know reliability is an employer expectation, decide how you might show this quality in an interview. How might you tell an employer that he/she can trust you to do the job? What examples from your own experiences prove your reliability? Write a reliability statement. Then give examples from your experiences.

Reliability Statement: _____

_____

Example: _____

_____

ISABEL

Isabel is employed as a meter reader at the AC/DC power company. Her shift begins at 8:00 a.m., but she usually arrives around 8:15. Most of the time she starts right to work, but occasionally she has a couple of cups of coffee in the employee lounge if she has been to a party the night before. Isabel says that she needs the coffee to chase away her hangover. She is proud of the fact that she never misses a day's work after a party even though she feels that her work isn't up to par on these days. Isabel is very popular with her co-workers, and they often join her at these unscheduled coffee breaks.

Isabel is very efficient and accurate in her job and has the lowest error rate in her department. The company has been able to give Isabel a longer route, enabling them to save on employee salaries by hiring one less meter reader.

Written Exercise

1. What are Isabel's strengths as a worker? (What traits desired by employers does she possess?)

2. What are Isabel's weaknesses? (What traits desired by employers does she not possess?)

3. How would you rate Isabel as an employee?

   A. Valuable
   B. Marginally Acceptable
   C. Unacceptable

   Why do you feel this way? (Relate your answer to traits desired by employers. Give specific examples to justify your opinion.)

4. If you were Isabel's boss, what action would you take? You may choose more than one.

   A. Leave her alone; she does good work.
   B. Dock her pay for her tardiness and coffee breaks.
   C. Talk to her as a friend because you are worried about her.
   D. Give her a warning about being late, and dock her pay if she continues.
   E. Fire her.

   Why would you take this action? Please give specific examples to justify your action?

5. Would you like to work with Isabel? Why or why not? (Please be specific as to your reasons.)

COMPETENCY AREA: WORK MATURITY

SPECIFIC COMPETENCY:

COMMUNICATION SKILLS

Client is able to:

-- Follow instructions.

-- Ask for clarification.

-- Speak clearly and effectively.

-- Use listening skills.

Examples of Activities for Communication Skills

1. Divide the class up into pairs, and give a set of complicated instructions that need clarification to one member of the pair to read to the other member. Give them five (5) minutes to try to sort out the instructions. Stop the activity when one student asks for clarification. After the activity, discuss why asking for clarification is important. What happens if you must continue your work without asking for clarification? What could be the end result?

2. Bring in a video tape of three (3) different people giving instructions. One person should be confusing, one should be clear, and one should be a bad example of diction and voice. Have the student evaluate the three (3) speakers. Whic one is rated the best and why?

3. Tape each member of the class speaking extemporaneously for about five (5) minutes each on an interesting or humorous employment experience. Tape them for five (5) minutes again giving a structured speech on "How to Find Employment." Play both tapes back to the client. Which is the most interesting, the most effective? See if the client can speak again into the tape recorder in an interesting or humorous way on "How to Find Employment." If some students in the class have trouble with clarity, voice, diction, tone; continue to work with them individually with the tape recorders.

4. Have three (3) volunteers give three (3) different speeches saying one thing with words, but another thing with body language. Can the class distinguish what emotion the speakers are really feeling? What are some clues to look for when body language is saying one thing and the words saying another?

5. Dictate a sequence of instructions, and see if the class can repeat the sequence. Keep making the instructions more complicated and longer.

6. Set up a mock restaurant, and let different people take orders as waiters or waitresses. How many can remember without writing it down? How many ask for clarification if they don't hear correctly?

7. Have each client write a modern song to a current tune using the most important information in a sequence of directions that you read to the class or have printed for them.

HOW GOOD ARE YOU AT FOLLOWING DIRECTIONS?

Just concentrate, but remember you only have five minutes.

Begin when your instructor indicates start.

1. Read everything before doing anything.
2. Put your name in the upper right hand corner of this paper.
3. Circle the work "name" in sentence two.
4. Draw five small squares in the upper right hand corner of this paper.
5. Put an "X" in each square.
6. Put a circle around each square.
7. Sign your name under the title.
8. After the title write "yes, yes, yes",
9. Put a circle around each word in sentence 7.
10. Put an X in the lower left hand corner of this paper.
11. Draw a triangle around the X you just put down.
12. On the reverse side of this paper multiply 703 by 9085.
13. Draw a rectangle around the work "paper" in sentence 4.
14. Call out your first name when you get to this point in the test.
15. If you think you have followed directions up to this point, call out "I have".
16. On the reverse side of this paper add 8,950 and 9,580.
17. Put a circle around your answer. Put a square around the circle.
18. Count out loud in a normal speaking voice from 10 to 1.
19. Now that you have finished reading carefully, do only sentences one and two.

HOW WELL DO YOU COMMUNICATE?

You probably are involved in some way with purposeful relationships with others. These would be associations other than merely social or friendship. They could be relationships within a company, family, institution, sales group, community activity, church, or even your roommate or little league ball team.

Your success with these interpersonal involvements is dependent on effective communications. This is especially true if your role is one of leadership, management, or a parent.

Answering the questions below may indicate how positively you influence others by the way you communicate.

1. Do you sit down and discuss a person's progress, problems, and activities with that person?
   (a) regularly (b) sometimes (c) rarely
2. Do people ask you advice?
   (a) regularly (b) sometimes (c) rarely
3. Do you make a point of having meaningful discussions or meetings regularly with others?
   (a) weekly (b) twice monthly (c) only occasionally
4. Do you speak critically or run any other person down when talking about that person to another?
   (a) never (b) very rarely (c) occasionally
5. Do you try to manipulate others by planning things to say that will get them to act a certain way?
   (a) never (b) sometimes (c) often
6. Do you make a point of commenting about the individual accomplishments of others?
   (a) always (b) sometimes (c) rarely
7. Have you criticized a person in front of others?
   (a) never (b) rarely (c) sometimes
8. Do you "make fun" of others in a joking way?
   (a) never (b) only when the other person does it to you (c) often, when joking
9. When talking with a person about the person's problems or complaints how much time do you spend listening?
   (a) more than 75% (b) 50% to 75% (c) 25% to 50%
10. Do you put off communicating about problems because you are uncertain about your ability to work out a solution satisfactory to the people involved?
    (a) never (b) sometimes (c) often
11. Do you discuss mutual problems with others?
    (a) often (b) occasionally (c) never
12. In the event of disputes between people do you:
    (a) settle them immediately (b) take care of them when time permits? (c) let them work themselves out?
13. Do you criticize others?
    (a) rarely (b) sometimes (c) often
14. When talking with a person do you allow distractions?
    (a) never (b) sometimes (c) as they normally occur
15. Do you exaggerate or distort the facts a bit to make the impression you want to make on others?
    (a) never (b) sometimes (c) often
16. Do you get a feedback from people to find out what they want you to do, what they expect you to do and what they think you should do?
    (a) with every person (b) occasionally (c) rarely
17. If you sense something is wrong with a person do you contact that person immediately to inquire if something is wrong?
    (a) always (b) if you get to it (c) rarely
18. Do you encourage a person to express his or her viewpoint if it is one with which you do not agree?
    (a) always (b) occasionally (c) rarely

19. Do you interrupt others when you have an important point to make?
(a) never (b) sometimes (c) often

20. Do you cut a person short if you are busy and the person wants to talk to you to kill time?
(a) never (b) sometimes (c) usually

21. In your day-to-day activities and when communicating do you keep in mind that your value to others is to help them like themselves?
(a) always (b) occasionally (c) rarely

22. Do you encourage a person to blow off steam, to complain, or gripe:
(a) in private to you? (b) in a meeting? (c) to others?

23. Do you avoid discussing your personal feelings about controversial subjects such as politics and religion with others?
(a) always (b) usually (c) rarely

24. Do you communicate as an outlet for your own hostilities, anger, or prejudices?
(a) never (b) sometimes (c) often

25. Do you make sure that others with whom you are involved are the first to know of any contemplated change and that the information comes from you?
(a) always (b) usually (c) rarely

26. When in private conversation with a person do you:
(a) ask a lot of questions? (b) ask some questions? (c) use few questions letting the conversation take its own course?

27. Do you find that you spend time communicating:
(a) divided between people according to the communications needs (b) with all people equally (c) only the people you get along with best

28. In communicating do you take the initiative for getting in touch with the person?
(a) often (b) sometimes (c) rarely

29. When information of importance comes up do you inform in writing and then reinforce verbally?
(a) always (b) sometimes (c) rarely

30. Do you point out when others are wrong or correct them even though it serves no useful purpose?
(a) never (b) sometimes (c) often

31. When you have an important change do you communicate and welcome discussion of reactions, get feedback, and follow up?
(a) always (b) sometimes (c) rarely

32. Do you make a point of finding out the other person's interests, hobbies, viewpoints, family situation, likes and dislikes so you can guide your communications in these directions?
(a) always (b) sometimes (c) only by accident

33. If policies, rules, objectives are an important part of the relationship do you know that others are completely aware of them?
(a) positive, you've gotten feedback (b) they should know because they've been told or gotten a copy (c) not sure

34. Do you communicate by phone, personal letter, remembrance cards, or hand written notes with others?
(a) make a point of doing it periodically (b) only when the impulse moves you (c) rarely

35. Do you communicate even when you are fearful of the other person's reactions?
(a) never stops you (b) sometimes put it off (c) usually avoid it

36. Do you consider yourself to be open and honest in your communications but still respecting the other person's feelings?
(a) always (b) usually (c) rarely

37. Do you believe you are sensitive and responsive to others' emotions in your communications?
(a) always (b) sometimes (c) not usually

Now that you have completed the questionnaire go back and grade yourself on the basis of 3 points for each (a) answer, 2 points for each (b) answer, and 1 point for each (c) answer. Then total the points.

If a person says nothing, he runs the risk of having his silence interpreted in a way he may not have intended. Since we always communicate *something*, let's learn how to communicate what we *want* to communicate.

Ways We Communicate

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We communicate in many different ways. Let's look at them:

Words **communicate—and not always what we intend to communicate either.**

Tone of voice **and** *inflection* **communicate, both consciously and unconsciously.**

Excess vocalizing, **those** *uhs, ers,* **and** *throat clearings,* **also communicate.**

Physical movements **communicate (often called** *body language*).

Silence **communicates. Just failing to say anything often communicates vividly.**

Space **communicates: how much space you leave between you and those with whom you are conversing. (Our proximity to others is called** *proxemics.*)

Let's elaborate on these ways we communicate.

Words

Words seem a simple way to communicate, but actually many mistaken interpretations occur because words often have different meanings for different people. The word *post* is an example. Its meaning may be different for different people. Some examples are:

An Englishman may think:	*mail a letter, or a bugle call in the British Army.*
A landowner may think:	*a series of signs forbidding property to trespassers, or a marker.*
An employer may think:	*to put up bond,* or *to display a public notice.*
A flag bearer may think:	*to carry flags ceremoniously to position.*
A mailman may think:	*mail handled.*
A soldier may think:	*a soldier's station.*
A stock broker may think:	*trading station on floor of stock exchange.*

A farmer may think: *fence building.*

A veteran may think: *a local subdivision of a veterans' organization.*

A bookkeeper may think: *transfer from original entry to ledger.*

In addition, there are these other meanings given in the dictionary:

after; office to which one is appointed; behind; travel in a hurry; later; later than.

Thus, even using a specific word may not transfer the speaker's meaning to the listener's mind as the speaker intended. It is true that sometimes the meaning is clarified by its use in a sentence, but not always clearly enough.

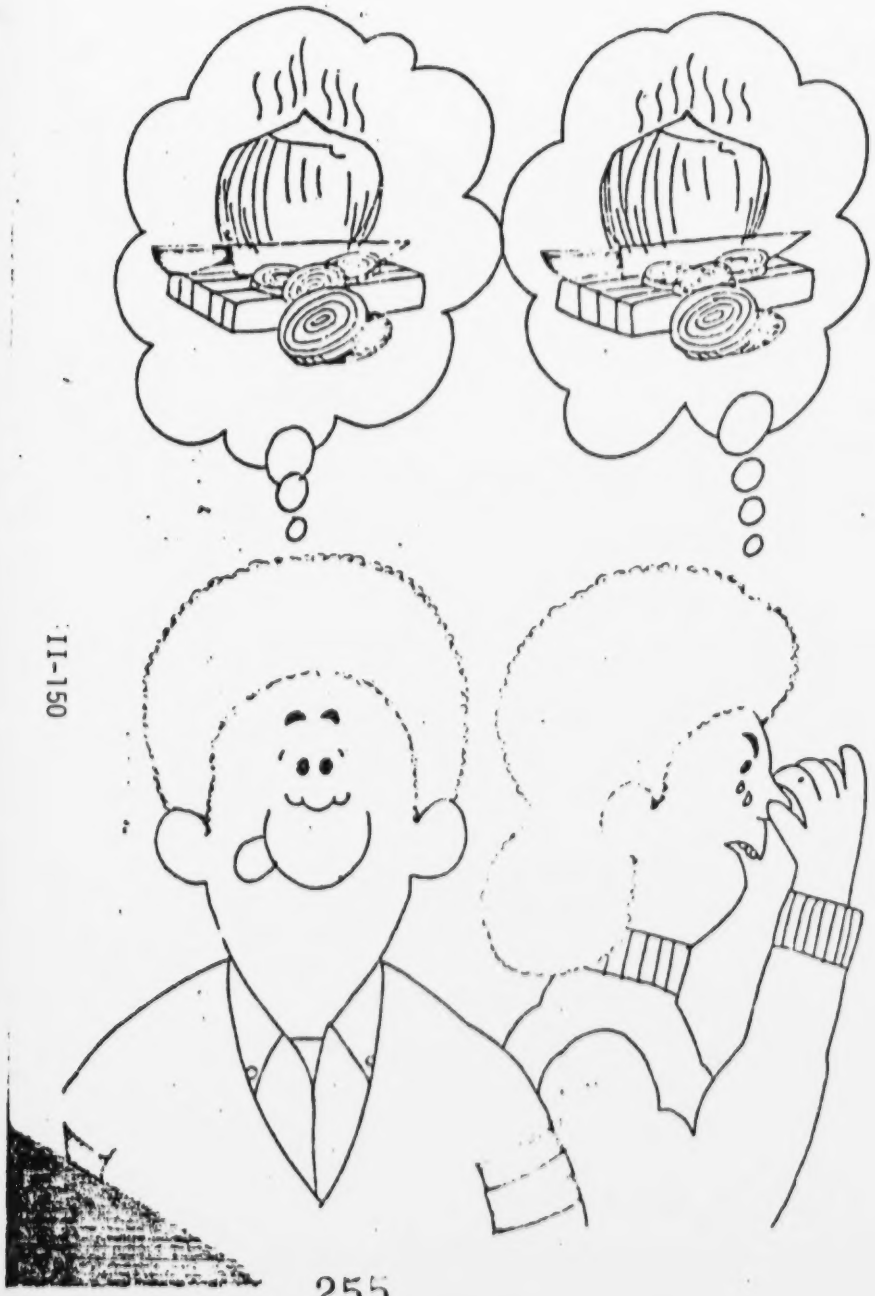
Words have both denotative and connotative meanings which create problems. A connotative word describes something you are unable to touch; it can more easily have different meanings for different people. *Love, hate, beauty, gorgeous,* and *horrid* are examples of words with unclear meanings. (What is gorgeous to you may be horrid to someone else.)

But even the denotative words which describe objects you can point to often create confusion because different people attach different meanings based on their experience. For example, *chair* is something to sit on, but each reader can be visualizing a different chair—from a stiff-backed dining chair to a stone ledge by the river on which the individual sits when he goes to get away from everyone.

Another type of misunderstanding about words occurs because our life experiences are different. Even a denotative word may have emotional meanings attached to it by someone as the result of personal experience. This meaning is different from that experienced by others.

To a boy who has been raised on a farm where he could enjoy riding horses, the very mention of horses gives him sensations of pleasure—unless, like Frank, he had had a frightening experience. A horse reared in fright and threw his rider, then trampled him while eleven-year-old Frank watched, unable to help. He has never forgotten the sight of his unconscious bleeding brother. When horse is mentioned, Frank does not have sensations of pleasure.

It is important to remember this factor about communicating with words because often we *assume* others react as we react, and this is not necessarily true. The mention of onions does not bring pleasure to those who don't enjoy onions.



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The emotional feeling aroused by a word can be very different for different people. Some words cause an emotional response. They are often called *snarl* and *purr* words.

"Janey, you are cool!"

Cool is a purr word. It makes Janey feel good.

"Gee, you're stupid, Janey!"

Stupid is a snarl word. It makes Janey feel angry or hurt.

Our language is filled with snarl and purr words, and often they are used without intending to anger or hurt anyone. People just don't think before they speak. Once a person is feeling angry, he may not hear anything else, or he hears it in an angry mood and reacts differently from the way he would react if he were not angry.

Vocal Tone and Inflection

Tone and inflection create meanings. *"It's about time"* said in one tone can express sarcasm or anger. Said in another way it can express happiness: *"It's about time to leave for the play."* It can even be used to regulate our lives, as in *"It's about time to eat dinner. Let's get the food on the table."*

Body Language

Body language has been given wide publicity recently. We communicate with our bodies—with our posture and our gestures. Sometimes we can't control ourselves enough to avoid communicating something we do not wish to communicate. For example, studies of the eye show that excitement and joy within an individual cause the pupils to dilate, and no amount of "self-control" can stop the pupils from dilating. Thus, the one giveaway for a poker player is in his eyes. Watch, for when he has a hand which excites him, it will show in his dilated pupils.

Another Message

Patrick had had a bad day. He hadn't done his homework. He had overslept, and hurried off to school without breakfast. In his hurry to get to first hour before the tardy bell rang, he slammed his locker door on his finger which now, at third hour, was swollen and painful.

He could hardly think any more, and there Miss Johns was asking him to do the problem on the board. He got slowly out of his seat and started to

A rising inflection at the end of a statement indicates uncertainty. Inflection can convey meaning just as tone conveys meaning. A falling inflection has a calming effect on the listeners.

Sounds

In addition to tone and inflection, which give added meaning to the words a speaker uses, there are sounds we make which are not words—sounds like "uh," "er," "um," and throat clearings. These noises carry meanings. A person who is uncomfortable may start to speak with "uh" and may interject an "er" or "um" or another "uh" in the middle of his comment. A young man who is very impressed with some young woman may find it difficult to speak to her, and he may use many of these extra sounds in attempting to converse. A student who is not quite sure of the answer in a class discussion may "hem and haw."

If someone uses extraneous sounds, be aware that he is communicating something besides the words he speaks. It may be discomfort, anxiety, or inability to phrase his ideas quickly. He may use these sounds to fill the pause while he thinks, but sound carries meanings, and his listeners respond to the sounds.

the front of the room, debating whether to ask to go to the nurse's office. Therefore, he didn't notice Jim's foot in the aisle. Jim had stuck it out, and Patrick tripped and plunged forward with much noise.

Miss Johns became very angry, and that didn't help Pat.

"Miss Johns, please, may I go to the nurse's office? I don't feel well—my finger's hurting."

There were a few snickers. Miss Johns became even angrier. She looked at Pat's hand and said,

"I'm sure you can do this problem before you go."

Miss Johns had been aware of Pat's lack of preparation in the past and was suspicious that this was another stall.

Pat shuffled to the board and tried to bluff, but he couldn't.

Now Miss Johns was really angry, having confirmed her suspicions about Patrick's lack of preparation.

"Patrick, report after school!"

Patrick went to the nurse's office where he was given some first aid treatment and allowed to return to his fourth hour class.

Mr. McCarthy was irritated at Patrick's late arrival because Pat simply wasn't paying as much attention to his English as Mr. McCarthy wished.

Pat managed to become involved in a scuffle as

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the bell rang, and Mr. McCarthy told him to report after school.

"But I already hafta see Miss Johns."

"That's tough. You be here when the bell rings." Mr. McCarthy was angry. He wasn't going to take any nonsense.

As the bell rang at the end of the day, Pat hurried to Mr. McCarthy. He knew McCarthy had a reputation of being severe with kids who didn't follow his orders.

Mr. McCarthy refused to talk at first and made Pat just sit there in anxiety. Finally he gave Pat some additional homework.

Half an hour later Pat walked in to Miss Johns' room.

"Honest, Miss Johns, I couldn't help it!" Pat pleaded.

"What are your suggestions, Patrick? I'm open to suggestion," said Miss Johns as she stood, her arms crossed over her chest, her lips in a firm, set line, and her body rigid.

Patrick looked at her and thought, "OPEN to suggestion? Open to anything? Not on your life!" and his heart sank. He was unable to say anything more.

Miss Johns' body is telling Patrick something different from her words. The speaker is unaware of this use of body language. However, some body language (or kinesics, as it is called professionally,) can be understood and used by speakers as well as listeners. It has become a part of our language right along with words. Perhaps this is why the term *body language* developed. It is the language of the body. A speaker who consciously utilizes gestures and posture can project his meanings more clearly.

Silence

Silence also communicates. What it communicates depends on the circumstances.

Brad and Jean had had a shouting argument—intense in its hostility. Brad, a senior, had come home to find Jean, his sister, in his room looking at some papers on his desk. She said she was looking for the paper he had borrowed from her yesterday. He wanted to believe she was snooping.

They shouted, and finally Jean ran to her room and slammed the door. For three days neither would speak to the other. The silence was charged with hostility, felt by all members of the family.

This silence spoke anger.

Tom and Anne walked silently, holding hands. They were seniors, and graduation was two weeks away.

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The air was balmy, the moonlight glistened and danced on the water. No need to talk.

This silence spoke of many lovely things—the beauty of the night, the joy of young love, and the promise of the future.

Silence as well as language communicates.

Space Bubble

Space bubble, the distance we keep between ourselves and others, is also important. How well we know a person, how close our relationship is, determines the space we leave between us. The more intimate relationships, such as those between family members or sweethearts, allow closer contact than the more formal relationships of friends and acquaintances. Cultural differences also must be considered. (A discussion of this subject will be found in another book in the Coping With Series, *Living With Differences.*)

Each of us has a space bubble which we unconsciously protect. In America a person seems to need two to three feet between himself and others, although some people enjoy being as close as eighteen inches. The need varies with the cultural background. Latin Americans,

Southern Europeans, and Arabs enjoy being closer to others. We unconsciously maintain whatever distance our culture has taught us and are irritated with an individual who repeatedly intrudes in our space bubble.

Mary joins Sue and Betsy as they stand talking. She moves very close and says, "I wouldn't dream of intruding." Yet she is touching Sue's shoes with her foot, her arm rests heavily on Sue's shoulder, and her hair tickles Sue's nose. She has invaded Sue's space bubble.

These are the tools we use to communicate: words, sounds, tone and inflection, bodily movement, silence, and space.

COMPETENCY AREA: WORK MATURITY

SPECIFIC COMPETENCY:

PERSONAL RELATIONS

Client is able to:

-- Maintain a positive attitude toward others on the worksite.

-- Accept supervision and criticism.

-- Cooperate with co-workers and accept the chain of command.

Examples of Activities for Personal Relations

1. Let the client go into a large business and observe the activities for about one-half hour. The client can get permission from the employer if it is necessary. Can he/she tell where the authority lies? Who is in charge, who works under that person, who are line workers? How can you tell which is which? What would happen if a line worker tried to be a boss?

2. Give the class a collective assignment list such as:

   -- Balance the budget in the payment unit.

   -- Write a new program for children's services.

   -- Sell more of those items.

   -- Survey local employers about the need for items.

   -- Design all new forms.

   Tell them they have 15 minutes to decide how they will collectively complete those assignments. Why was it hard to complete? What might help to complete those tasks?

3. Assign each client the task of writing five (5) positive things about themselves each day in their journals. These five (5) positive things must be different each day. Also let them make three (3) positive comments to co-workers or classmates. What did the client notice about him/herself or others?

HOW DO I LOOK?

(Place a + or - in each blank to indicate either a positive or negative response)

BODY ____Clean clothing (both layers)
____Daily bath or shower
____Use of deodorant

HAIR ____Good haircut
____Hair looks combed and neat
____Hair is clean; no dandruff
____Style is O.K.

FACE:____Neck, face, and ears clean
____Men: Clean shave
____Women: make-up on neatly

MOUTH:____Clean teeth
____Fresh breath

HANDS:____Hands clean
____Nails clean and evenly clipped or filed

CLOTHING:____Appropriate style
____Fits well
____No wrinkles
____No missing buttons
____No rips or holes
____Coordinated colors
____Pockets smooth
____Length of pants or skirts O.K.

FOOTWEAR: ____Shoe style good
____Shoes not run down (heels, toes, soles)
____Polished or brushed
____Coordinated stockings or socks
____Women: no runs or wrinkles in nylons

ACCESSORIES:____Handkerchief or tissues
____Purse or wallet looks neat when opened
____Plain jewelry
____Tie tack if tie is worn
____Pen

HOW DO YOU LOOK?		Good	Average	Poor
BODY:	Clean underclothing			
	Daily bath or shower			
	Use of deodorant			
HAIR:	Neat haircut			
	Hair looks combed and neat			
	Hair is clean and lustrous, free from dandruff			
	Hair style is O.K.			
FACE:	Neck, face, and ears clean			
	Men: clean shave			
	Women: make-up and lipstick on neatly			
MOUTH:	Clean teeth			
	Fresh breath			
HANDS:	Nails and hands clean			
	Nails smooth, not too long or uneven			
CLOTHING	Style O.K. -- not too dressy or too casual			
	Fits well -- not too loose or too tight			
	Neat (Men: trousers creased, shirt pressed)			
	No button missing			
	No wild or clashing colors			
	No tears			
	Clean handkerchief or tissue in pocket or purse			
	Men: pockets not bulging			
	Women: skirt length O.K.			
FOOTWEAR	Shoe style O.K. -- no tennis shoes or boots			
	Shoes not run down (heels,toes,soles)			
	Shoes polished or brushed			
	Men: dark socks, no holes			
	Women: no runs, or wrinkles (no anklets)			
ACCESSORIES:	Purse or billfold looks neat when opened			
	Plain jewelry or tie clasp			
	Carries pen			

WHAT Is ATTITUDE?

Your attitude is the stance you take toward life based on your values. It is your lifestyle pattern - it shows up in the way you relate to people, places, things, and the way you divide your time among them. Your attitude is a state of mind that will cause you to respond in a certain way to a given situation.

The following chart shows you the behavior characteristics of those who have healthy, desirable attitudes compared with those who have negative or poor attitudes. If you behavior is similar to that described on the negative side, you should know that such behavior causes others to react to you negatively. If you can work on just one or two areas so that your behavior shows a desirable, positive attitude, the behavior of others toward you will change. People will like you better, and you will like them better. Study the chart to see where you fit in:

POSITIVE ATTITUDE	NEGATIVE ATTITUDE
1. Smiles easily	1. Rarely smiles
2. Willing to change ideas, dress, behavior when appropriate	2. Unwilling to change
3. Able to see the others person's point of view	3. Unable to see the other person's point of view
4. Almost never complains	4. Complains about nearly everything
5. Accepts responsibility for mistakes	5. Blames others for own mistakes or short-comings
6. Seldom criticizes others	6. Very critical of others
7. Considers what is good for or helpful to others	7. Thinks only of self, "What's in it for me?"
8. When talking with other people, looks them in the eye, but does not try to stare them down	8. Unwilling or unable to look the other person in the eye
9. Respects the ideas and opinions of others	9. Tries to force ideas and opinions on others
10. Never makes excuses	10. Often makes excuses
11. Has a variety of interests	11. Few interests, is often bored

Continued on next page

Case Studies in Employer-Employee Relationships

Cooperation

A number of customer complaints were made to the manager of a small department store about the poor service rendered by the sales clerks. Most of the complaints mentioned situations taking place during the hour between noon and 1 p.m. As the experienced sales clerks got their choice of lunch hours, most of them went to lunch between noon and 1 p.m. This left the newer, inexperienced girls to handle the customers during this time.

Customer traffic is particularly heavy during this time, and the manager requested all employees to be on the floor during this hour each day. Lunch hours are to be taken only between 11 a.m. and noon or between 1 p.m. and 2 p.m. Barbara had been taking her lunch hour at noon since she began working in the store six months ago. As she usually had lunch with a friend, Barbara continued leaving at noon. The manager noticed this and warned her that if it occurred again her services would no longer be needed. Barbara, thinking she had "earned" the right to a noon lunch hour, felt the manager was being unfair.

Does Barbara have a right to continue taking a noon lunch hour? Why or why not?

How could this disagreement have been avoided?

Since the disagreement did occur, what can be done to solve it?

Honesty

Janet, 19, was a bookkeeper for a local service station. She was recently hired for this job, and Mr. Jones, her employer decided to test her honesty. He placed 35c extra in the cash register to see what she would do about it. Janet decided to keep the 35c for herself because it was "over." She knew that she should record it in the "cash short and over" ledger, but she was dishonest. Her employer fired her. He told her that if she would take a small amount now that she might take a larger amount later.

Do you think Janet was dishonest?

Do you think Janet's employer was justified in firing her? Why?

Honesty

Linda and Lisa are secretaries in a large corporation that manufactures space vehicles. Linda always arrives at work 10 to 15 minutes late, then goes to the ladies room to put on her make-up. She finally gets to her desk about 8:30. Lisa always arrives at her desk promptly at 8 a.m. and begins her work. Even though Linda has better secretarial skills than Lisa, Lisa got a raise when it came time for salary review and Linda didn't.

Do you think Linda's employer had a right to hold back her raise for being late? Why?

_____

_____

If you were Linda, what would you do to improve your chances of getting a raise next time?

_____

_____

Initiative

Maime, age 17, was a waitress at a Greyhound bus stop restaurant during the summer between her junior and senior years in high school. When the buses were in, all the girls were very busy waiting on customers; but after the buses left, most of the girls sat down to drink a coke, eat, or just relax. Maime never sat down on duty. She kept busy cutting up lemons for tea or filling napkin holders and salt and pepper shakers. She could always see what needed to be done, and she did it. The restaurant manager noticed her initiative and gave her a $2 per shift raise.

If you were Maime's boss, would you have given her the raise? Why?

_____

_____

Do you believe that time seems to pass faster when you are busy?

_____

_____

_____

Initiative is not always rewarded with an immediate pay raise. If you felt that no raise in pay was forthcoming, would it still be worth the effort to look around to see what needs to be done and do it? Why or why not?

_____

_____

_____

_____

_____

Willingness to Learn

Mary was a clerk typist in a large employment agency. She had a new typewriter which used carbon ribbons that needed changing every few days. She always asked one of the other girls in the office to change the ribbon for her, which the girls soon began to resent. Mary was unwilling to learn how to change her typewriter ribbon, because she didn't want to get carbon smudges on her hands.

How would Mary benefit by learning to change the typewriter carbon ribbon for herself?

If you were an employer, what would you do about an employee who was not willing to learn?

Willingness to Learn

John, 20, worked at Graham's Garage. He was unusually slow in performing brake jobs for customers. When his supervisor tried to show him how he could do it faster, he refused to listen. He said that his way was the best even though it was slower. John had shown a similar attitude about other jobs around the garage, always insisting on doing things his way -- whether his way was best or not. His supervisor finally had to fire him because of his unwillingness to learn.

Could John's supervisor have done anything to make John a more productive worker? What would you have done if you were his supervisor?

Willingness to Follow Directions

Susan, 18, is a statistical typist for a local accounting firm. Her employer gives her directions on how to type the charts for each job. Sometimes Susan changes the format slightly, thinking her way is better, only to have the work returned to be retyped. After spending two days retyping a piece of work, her employer warned her that if she failed to follow directions again, she would be fired.

Suppose that Susan's way is the better way. Should she still do it her employer's way? Why or why not?

Dependability

The Home Improvement Center hired Arnold part time to stack lumber, make deliveries, and assist wherever needed. His duties for a particular day were not usually known ahead of time, but he was given direction each afternoon when he reported for work. Last Tuesday he was stacking lumber. When he finished the job, early in the afternoon, his boss told him to take off early as everything seemed to be caught up. The next day Arnold didn't show up for work at all. When he came in on Thursday afternoon, the boss told Arnold he was fired. It seemed that on Wednesday morning the Center had made a lot of sales which were to be delivered that afternoon. Since Arnold didn't show up or call in, the manager hired another boy to make the deliveries.

Was the manager unfair to Arnold?

Suppose that Arnold was ill on Wednesday. What could he have done to save his job?

Enthusiasm

Maggie, 18, has just completed high school and has her first job as a receptionist in a savings and loan company. She is extremely enthusiastic about her job and smiles amiably at everyone who comes into the bank. Many people stop to chat with her just because she seems so friendly. She looks forward to going to work every morning and is sorry when her workday is over. Maggie can hardly wait to get home each night to tell her family and friends about the interesting and exciting things that happened to her at work.

Do you think Maggie's enthusiasm will help make her a happy person? Why or why not?

Acceptance of Criticism

Jack was a checker in a large grocery store. He was a good worker, very dependable, and never late for work. However, he made at least one mistake a day on his cash register receipts because he tried to ring up the groceries too fast. The manager became weary of seeing notes in Jack's cash register each day explaining his errors, so he decided to speak to Jack about it. He suggested that Jack should slow down a little and try to be more accurate. Jack became very upset and quit his job because he could not accept constructive criticism.

If you were Jack, what would you have done?

Loyalty

"I don't like working for Mr. Jones," said Joan to her friend, Lynn, one day at lunch. "I'd rather work for Mr. Baxter; at least he takes interesting cases."

A lady at the next table overheard Joan and Lynn's conversation and, since she was a friend of Mr. Jones' wife, could hardly wait to tell her what she had heard. Mrs. Jones promptly told her husband, and the office atmosphere suddenly became very strained.

Who was the cause of the unpleasant office atmosphere? Why?

If you don't like your job, who can you complain to?

If you find that you simply have to complain to everyone you know about your job what should you do?

COMPETENCY AREA: WORK MATURITY

SPECIFIC COMPETENCY:

INITIATIVE/PRODUCTIVITY

Client is able to:

-- Organize time effectively.

-- Sustain responsibility.

-- Exhibit ownership in the quality of the product.

Examples of Activities for Initiative/Productivity

1. Set up a mock factory line in class for at least ten (10) minutes. This could be as simple as stacking books, boxes, paper. Then give them a quality appraisal of how neatly stacked, how manageable the stacks, and how much time could be saved. Try it for another ten (10) minutes and notice the difference.

2. Give a series of tasks to be completed in 15 minutes. Let groups in the class organize them by sequence and priority. Let the groups try out the different sequences. Did any work better than the others? Why?

3. Tell the class that they are on a job assignment today, and you are going to evaluate their use of time. Give them an assignment for ten (10) minutes that represents about five (5) minutes of work. Did any ask for secondary duties? After the activity, talk about what you do when you are finished with assigned tasks on the job.

Time Management

PURPOSE

This exercise asks us to inventory our lives - to see how we actually do spend our time, our money, etc. This information is needed if we hope to move from what we are getting to what we want to get out of life. The Pie of Life can also be used to raise some thought-provoking questions about how we live our lives.

INSTRUCTIONS:

The leader draws a large circle on the board and says, "This circle represents a segment of your life." We will do several such pies. First, we will look at how you use a typical day. Divide your circle into four quarters using dotted lines. Each slice represents six hours. Now, everyone please estimate how many hours or parts of an hour you spend on each of the following areas, on a typical day. Naturally, your answers will differ from one to another. How many hours do you spend:

1. On SLEEP?
2. On SCHOOL or in TRAINING?
3. At WORK, at a job that earns you money?
4. With FRIENDS, socializing, playing sports, etc.?
5. On HOMEWORK?
6. ALONE, playing, reading, watching TV?
7. on CHORES around the house?
8. With FAMILY, including meal times?
9. on MISCELLANEOUS other pastimes?

"Your estimates will not be exact, but they should add up to 24, the number of hours in everyone's day. Draw slices in your pie to represent proportionately the part of the day you spend on each category. Your pie may look something like this:

Ask yourself the following questions:

1. Are you satisfied with the relative sizes of your slices?

2. Ideally, how big would you want each slice to be? Draw your ideal pie.

3. Realistically, is there anything you can do to begin to change the size of some of your slices.
   You may decide to take one particular area, such as Family, and break it down into its own segments within a new pie.

Employee Problems

Problem One: Sandra, one of your employees (a maintenance person) is always loafing on the job. Sandra also influences the other staff to sit and talk on the job, do very little work, and grumble a lot. You have tried isolating Sandra by herself to do her work alone, but this is not working. What would you, as the boss, do with Sandra now?

Problem Two: Gary, a daycare aid, has been found punishing the children by making them run up and down the stairs five times each. You have explained to Gary how unsafe this is and he has stopped doing that. Now he makes the children sit in one position in the sun (sometimes) if they break a rule. Parents have complained about the punishment. Gary is also very bossy and his rules can never be broken for any reason. You are the boss, and you must do something to correct the situation. What would you do?

Name: _____

Problem Three: Zanda works in the kitchen as a kitchen aide. She is known to be snappy at people and yesterday she talked back to a guest. She ordered the guest to place her dishes on the right shelf and asked her if she was blind. The guest was a parent of one of the children. Zanda also argues with her co-workers and sometimes slams the plates down in front of the children when she is angry. What would you do as Zanda's boss? What will you say?

Problem Four: Sonya, a daycare aide, always takes long breaks and shows up for work late each day. She also has had her friends visit her at work, and she was seen smoking in a non-smoking area. You have warned her once, but she was found smoking again this morning. You have to meet with her in one hour. What will you say?

COMPETENCY AREA: WORK MATURITY

SPECIFIC COMPETENCY:

WORKER RIGHTS

Client is able to:

-- Understand state and federal tax forms.

-- Describe local employers' benefit packages.

-- Identify legal rights and responsibilities of the work place.

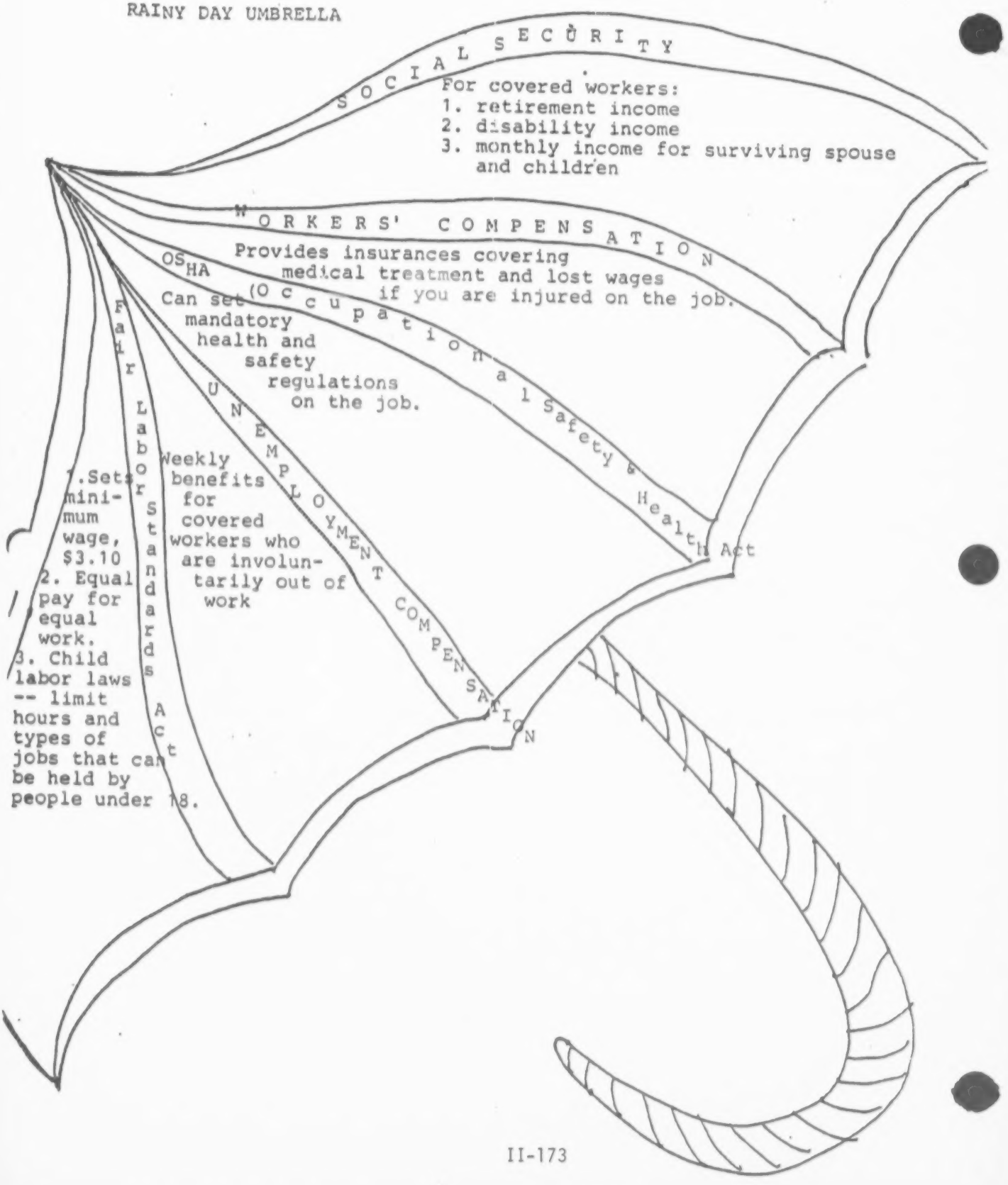
Examples of Worker Rights Activities

1. Can you "Set up your Own Shop?" Let each class member pick a business that he/she is most interested in. What benefits would you give your employees? What are your legal rights toward your employees?

2. Try to explain state and federal tax forms to a second grader. How simple would you make your explanations or instructions?

3. Be a Union Representative. What would you look for if you were a union representative at your plant? What violations of rights are the most important?

RAINY DAY UMBRELLA


SOCIAL SECURITY
For covered workers:
1. retirement income
2. disability income
3. monthly income for surviving spouse and children
WORKERS' COMPENSATION
Provides insurances covering medical treatment and lost wages if you are injured on the job.
OSHA (Occupational Safety & Health Act
Can set mandatory health and safety regulations on the job.
UNEMPLOYMENT COMPENSATION
Weekly benefits for covered workers who are involuntarily out of work
Fair Labor Standards Act
1. Sets minimum wage, $3.10
2. Equal pay for equal work.
3. Child labor laws -- limit hours and types of jobs that can be held by people under 18.

"Being an Employee - Rights, Fringes, Safety (OSHA), Social Security and Taxes"

"Rainy Day Umbrella"

The information described on this umbrella illustration effects you as a worker. "Rainy Day" covers the benefits that you are entitled to. They are factors that you should consider when choosing the right job for you.

Study this illustration and discuss it within one of your group sessions.

Are all these points important to you?
Do all jobs offer these benefits?
Which benefits are most important?

Add on to the umbrella other benefits that you feel have been left out and should be included.

In other words ... complete the picture.

Below are some Fringe Benefits and job considerations. Read them and discuss in a group session.

BENEFITS:

Every job pays money in some form ... wages, commissions, or tips. Many jobs also add a form of indirect payment called benefits. The benefits listed below which are available with various jobs may cost the employer from $.50 to $2.00 per hour for each employee.

Paid Holidays

Days off for which you are paid. These may include New Year's Day, Washington's Birthday, Patriots' Day, Independence Day, Labor Day, Columbus Day, Thanksgiving, Christmas. Not all companies offer all of these paid holidays. Some jobs will require you to work on a holiday and take another day off to compensate. Still other companies will have you work on a holiday and pay you double.

Vacation

Some employers will pay you for a certain amount of free time off per year. You may choose when you will take your vacation ... either all at once, or spaced throughout the year. A few companies shut down for one or two weeks and all employees must take their vacations at that time. Some places will allow you to accumulate time off from year to year, so that you may take a longer paid vacation when you desire. Some companies will pay you for the vacation days you have not used at the end of the year.

Sick Days

Sick days work like vacation days. Some companies do not pay you for the time you are ill. Others pay you for a certain number of days per year. Some companies allow you to accumulate sick days. In most cases you will need a doctor's note if you are sick for a long period of time.

Insurance

Hospitalization and Surgical. This form of insurance is a very important benefit. It pays toward hospital expenses and related doctor's fees. The rising cost of hospital services could leave you in debt for years, if you are not insured. In some hospitals aspirins (plus service) cost one dollar each. Hospital rooms can cost between $40 and $150 a day! Most company insurance policies will allow you to add your family for a certain amount per week. Some companies will not pay your entire insurance premium, but share the costs with you.

"Being an Employee - Rights, Fringes, Safety (OSHA), Social Security and Taxes" (Component II)

"Work Benefits Activity"

Work benefits refer to the types of rewards, usually monetary, offered by or associated with a particular work activity. Some businesses offer many work benefits; others may offer no such incentives. Work benefits tend to become more important to individuals as they grow older, have families to support, and are thinking about working at a specific job for an extended period of time. Listed below are a few examples or categories of work benefits. You may wish to "brainstorm" other considerations... there are many more that can be added to the list.

- A salary with an annual guaranteed "cost of living" raise
- Automatic salary increases based on time spent with the company
- Paid sick leave
- Paid annual leave (vacation time)
- Annual leave which increases over time spent with the company
- Car furnished by the company
- Free life and health insurance
- An expense account
- A good pension and retirement plan
- A chance to purchase stock in the company, through a withholding plan for employees

Major Medical Insurance is in addition to Hospitalization and Surgical Insurance. It covers a portion of medical expenses not covered in the basic plan, plus medical expenses incurred at home, or in a doctor's office, as well as drug store prescriptions. You could probably not afford to purchase insurance of this type on your own.

Disability Insurance guarantees your salary (or a portion of it) during the time you are laid up due to a serious illness or injury.

Life Insurance guarantees that your family will be properly cared for in the event of your death. Some life insurance policies may pay dividends once they have been held a certain length of time.

Pension Plan

Both employer and employee put away (and invest) money to be paid back to you, the worker, during the years of retirement.

Profit-Sharing

Some companies arrange this plan so that their employees receive a share of the company's profits. They might give cash, or arrange an account for it.

Other Financial Benefits

These might include special stocks available to workers at a reduced rate, special savings plans, bonuses and credit unions. Credit Unions function similar to banks, allowing members to save money at high rates of interest and borrowing money at low rates.

WORKING CONDITIONS:

Before you accept the job you should ask to see the places you will be working. You should also be able to answer the following questions to your satisfaction:

- Will the time of work and the working conditions satisfy you?
- Is the work seasonal? If so, what income will you have during the layoff?
- Will you have to work nights, weekends, holidays?
- Is the job safe? Are there risks of injury?
- Is the work place comfortable? Is it free of dirt, noise, smell, and extreme heat or cold?

- Will you be able to work in this setting for a long time?
- If you are promoted, will you have to change your working setting? Would you like the new work place?
- Will you feel comfortable with your fellow workers?

ADVANCEMENT AND TRAINING:

You should speak to people who have been employed with a company for a few years to find out about advancement possibilities. Does the company promote from within? Do they provide training programs? Do people seem to stay with the company for a long while? Do people feel that they receive credit for their work? Will the company pay you for any job related courses which you take on your own? Is there any room to grow? Would you have to move to another city for promotion?

SAFETY CONDITIONS:

Do you see people wearing protective eye and ear coverings? Are there first aid stations at convenient locations? Are hardhats required in appropriate areas? Are "WARNING" signs posted in dangerous areas? Do you know what OSHA is? OSHA (the Occupational Safety and Health Act) will be discussed in Activity 4.

TRANSPORTATION AND LOCATION:

Can you get to the job cheaply and easily? Or will the cost or inconvenience make the job not worth taking?

How will you get to work each day? Will you need a car? Can you join in a car pool? Can you take the bus, train, or subway? Could you walk or ride a bicycle?

- Will it be difficult to get to work in winter or at other times of the year?
- How much time will you spend traveling to your job and home again?
- Will you need to move to be close to the job?
- How much will you pay each month or year to get to the job?

If you use a car, you ought to figure the cost of owning and operating it. The car will cost you about 17 cents per mile. This includes the costs of gasoline and oil, tires, and maintenance. It also includes the costs of insurance, licenses, and depreciation of the car's sale price. Your car could cost a little less to own and operate. It could cost even more.

OTHER CONSIDERATIONS

Will you have to join a Union to keep this job? Read the section on unions in the "Labor Law" portions of this book.

How stable will the job be? Do people who work there face regular lay offs? Is this a well respected company? Check the Better Business Bureau and Chamber of Commerce for the company's reputation.

Does the company offer raises to keep up with the cost of living? If not, the salary which is adequate for you this year might not support you next year.

Does the company have any recreational facilities or programs which interest you? If so, you might be able to save yourself a lot of money and be able to fill your leisure hours. Some companies have bowling alleys, swimming pools, tennis courts at little or no charge to employees. Other companies offer access to other facilities, such as ski slopes and beaches, planned vacations and tours, at a good discount.

GROUP DECISION-MAKING

Workshop leader: following discussion of the various fringe benefits explain to the the group that they will be breaking up into two or three groups to do some collective-bargaining or decision-making. They are presented with the following hypothetical situation. Each group is to come up with a list of ten fringe benefits their group supports. Allow no longer that one half hour, reconvene the the groups and amongst the groups they must come up with just five fringe benefits for the hospital.

P.S. To make this all more interesting each participant is given a character card to wear around his/her neck. Try to encourage the participants to stay in character and bargain for the characters' benefit not their own.

> You are employees of Helping Hands General Hospital. The hospital is in the process of scrapping their current benefit package and has called you together for your imput into the decision. From the extensive list of benefits produced the hospital administration would like you employees to come up with a list of ten preferred benefits. As smaller working units you will come up with this list. As you will soon find out, your priorities and what you want on the list will not neatly coincide with those of the rest of the employees in your group. You will have a choice in the group to either come up with a list of ten preferred benefits or you can report back to the administration that you were unable to agree., If you decide to throw it back to the administration they may decide to return to the old benefit package that did not please anyone. Be sure to defend your priorites but also be willing to compromise.

Workshop leader: Be sure to have the group reconvene as one large group and come up with a list of just five benefits. Explain it this way: Federal buget cuts.

FRINGE BENEFITS

Workshop leader: ask participants to come up with a list of fringe benefits(one at a time). Write them on the board. Define and discuss their individual importance.

1. Medical Benefits/Hospital Benefits
2. Dental Benefits
3. On-site childcare or a child care allowance
4. Vacations (_____weeks for every year) paid
5. Holidays - 9 paid days
6. Birthday off and paid for
7. Sick leave paid (_____per year)
8. Uniforms laundered or a clothing allowance for nonuniformed employees
9. Employee discounts: cafeteria, pharmacy,
10. Flex-time
11. Job sharing
12. Profit sharing(not applicable to hospital but talk about it)
13. Retirement Benefits or Pension Plan
14. Seniority Rights
15. Overtime pay
16. Transporting Bus
17. Travel Allowance
18. Educational Benefits
19. Leaves of absence: Maturnity, Paternity, Educational, others